

Approved 7-18-08  
**CARL D. PERKINS ACT of 2006**  
**CONSORTIUM APPLICATION COVER SHEET FY2008-2009**  
**Riverland Community College Consortium**

**Please complete the following:**

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**CARL PERKINS - Secondary**  
**Fiscal Agency:** Austin High School  
**Business Manager:** Lori Volz  
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**\*District #492 District Type:**  
 (\*for electronic payment purposes)

**CARL PERKINS - Postsecondary**  
**Fiscal Agency:** Riverland Community College  
**Business Manager:** Beth Fondell  
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District/Agency Name/College	Secondary Type & Number
Riverland Community College	
Albert Lea High School	241/01
Owatonna High School	761/01
Austin High School	492/01
Grand Meadow High School	495/01
Lyle High School	497/01
LeRoy-Ostrander High School	499/01
Southland High School	500/01
Glenville-Emmons High School	2886/01

(\*Use extra rows or sheets if necessary)

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

### **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](http://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.

Manufacturing/Engineering

Computer/Business

4. Does the sequence of courses begin in Grade 9 X\_\_\_\_, Grade 11\_\_\_\_, 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 reviewed the current programming delivered at the consortium high schools and the data regarding the high-skill, high-wage, high-demand occupations and determined that beginning with Manufacturing/Engineering, Computer/Business programs was most appropriate.

The careers associated with these Programs of Study are listed on the Workforce Development Inc. list of Targeted Priority Jobs for SE Minnesota.

We met with local chamber of commerce executives in Albert Lea, Austin, and Owatonna and received support for the Perkins IV Programs of Study project and confirmation that the two career programs of study chosen were relevant to the need in our region.

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

The Perkins IV Programs of Study project has been an agenda item in each of the Riverland Career and Technical program meetings and their program advisory committee meetings for FY2008. There was full support of the project and a willingness to work together to ensure success. Articulation activity and concurrent course discussion has already begun in a number of CTE program areas.

The Perkins coordinator at Riverland has met with Riverland CTE instructors, high school Perkins coordinators, and high school CTE instructors to discuss the Perkins IV program of study project and initiate discussion and planning related to shared resources, improved relationship development, articulation and concurrent course offerings.

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.

We have discussed the need to keep the POS pathways as broad as possible to identify and incorporate the foundation of courses to allow students access to as many college programs as possible. This includes articulation design and development to reach not only Riverland but as many MnSCU colleges as possible on a local, regional, and statewide basis. Our connection with MnSCU colleges in SE Minnesota and our developing relationship as a partner with the Manufacturing and Applied Engineering Center of Excellence based out of Bemidji State University will offer an even broader connection for high school students to MnSCU institutions for brokering opportunities.

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 Riverland Community College Consortium will work together to raise awareness of the need for students to consider the excellent career options course work in Career and Technical Education will provide. We will research, design and implement a Program of Study in Manufacturing/Engineering, and Computer/Business. This will include the development of a POS advisory committee(s) with representation from industry, workforce centers, chamber of commerce directors, and K12/college CTE instructors, Perkins coordinators, counselors/student services staff, and deans/administrators. The plan will also be to further the alignment of high school and Riverland courses, develop the POS organizational framework and documentation, enhance articulation/concurrent course agreements, and develop a plan for disseminating and promoting the POS information to all stakeholders.

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

<p>1. Develop the organizational framework and documentation for the consortium Programs of Study.</p>	<p>1.1.1 The consortia leadership team will work with MDE, MnSCU, and Riverland to develop programs of study framework in Computer/Business, and Manufacturing/Engineering.</p> <p>1.1.2 Research, identify and validate the high-skill, high-wage, high-demand occupations within our region</p> <p>1.1.3 Link POS with SE region high-wage, high-skill, high-demand occupations and Riverland programming</p> <p>1.1.4 High school instructors and counselors will continue to complete career planning with students.</p>	<p>1.1.1 Implement a minimum of one approved POS sequence for each participating high school with Riverland CTE programming where applicable. All nine educational facilities will have access to the POS.</p>	
<p>2. Create Program of Study advisory committee(s).</p>	<p>1.2.1 Identify and select committee members from business and industry, education, chambers of commerce, workforce centers, existing college and high school advisory committees, and economic development agencies to form POS advisory committee and subcommittee(s).</p> <p>1.2.2 The consortia leadership team and advisory committee(s) will assess and/or modify proposed programs of study. They will provide input and feedback regarding curriculum, course sequencing, POS documentation and promotion, classroom and lab facilities, equipment and learning aides.</p>	<p>1.2.1 Hold a minimum of one POS advisory committee meeting per semester co-facilitated by a Perkins coordinator and an industry partner, with sub committees of the larger group working directly with the college and high school faculty and counselors to provide more specific input regarding the manufacturing and computer/business program of study plan, development, promotion, and implementation. The sub committee may involve up to 6 additional meetings throughout the year and will be co-facilitated by a Perkins coordinator and an industry representative.</p> <p>1.2.2 Minutes will be captured at each meeting. A year end summary will be produced to document the progress and success of the POS advisory committee.</p>	<p>C-\$1000 HS-\$400</p>

<p>3. Enhance articulation/concurrent course agreements and the alignment of high school and Riverland courses.</p>	<p>1.3.1 To work with the Southern Tech Prep Consortium and Riverland to create new and revise existing articulation/concurrent course agreements with postsecondary institutions. (travel, sub pay, site fee)</p> <p>1.3.2 Secondary and post secondary instructors will meet to review, share, update, and develop curriculum so that the Tech Prep college certificate, are aligned with industry technical skill attainment. Review and input will be provided by the POS Advisory Committee.</p> <p>1.3.3 Continue to use the on-line articulation website so that teachers, parents and students can see what articulation opportunities are available to them</p> <p>1.3.4 Research the possibility of offering online or ITV courses in CTE areas due to the small enrollment at certain sites.</p> <p>1.3.5 Research and identify the possibility of offering a CTE night course at one of the area high schools or Riverland.</p> <p>1.3.6 Riverland will utilize ACCUPLACER to assure appropriate course placement of incoming students.</p> <p>1.3.7 Implement ACCUPLACER onsite at partner high schools throughout the school year.</p>	<p>1.3.1 Establish a baseline of students using Tech Prep articulations to earn college credits based on 07-08 data.</p> <p>1.3.2 Establish a baseline of students using Tech Prep articulations to earn concurrent college credits based on 07-08 data.</p> <p>1.3.3 Establish a baseline for the number of courses articulated between the consortia high schools with Riverland.</p> <p>1.3.4 Fifteen area instructors will attend regional articulation meetings in their program area.</p> <p>1.3.5 Establish a baseline of concurrent /PSEO students who enrolled at Riverland following high school graduation.</p> <p>1.3.6 Decrease number of students receiving a D/F/W/NC/I grades by 2%</p> <p>1.3.7 Implement the ACCUPLACER on site to each partner high school at least one time during the school year. Eight sites will visited.</p>	<p>HS-\$2600</p>
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**Use of Funds:** List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.

**Required-Local use of Funds Federal:**

**1. Integration of academic and technical education**

**2. Programs of study**

3. Work-Based Learning including All Aspects of Industry
4. Development, improvement, or expansion of the use of technology
5. Professional development

**6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs**

7. Continuous Program improvement for CTE

**8. Size, scope, and quality for each CTE program**

**9. Programs that provide for high-skill, high-wage, or high-demand occupations that lead to self sufficiency for all students with emphasis on special populations**

**Required-Additional State Requirements:**

**10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized transition strategies**

11. Collaboration (using not less than 10% of eligible Perkins Basic Funds)
12. Proposed New Consortium Structure – planning and development

**Permissible:**

**1. Support appropriate use of advisory committees**

**2. Support career guidance and academic counseling**

3. Support internships for students, faculty, and staffs
4. Support programs for special populations
5. Support career and technical student organizations
6. Support mentoring and support services
7. Leasing, purchasing, and upgrading or adapting of equipment
8. Support teacher preparation programs
9. Support alternative teaching and learning formats
10. Support facilitation of the transition of students from sub-baccalaureate CTE programs to baccalaureate programs
11. Support entrepreneurship education and training
12. Support new program development
13. Support small career-themed learning communities
14. Support for Family and Consumer Sciences
15. Support for adult students and dropouts
16. Support for unemployed or under employed individuals
17. Support training, mentoring, and activities for nontraditional students
18. Support automotive technologies
19. Support innovative initiatives
20. Support student placement into employment, military, and further education
21. Support CTE activities consistent with the 2006 Perkins Act

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

### 2. Effectively utilize employer, community, and education partnerships

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

- Employer and Community Partnerships
  - i. How will high skill, high wage, or high demand occupations within your region are 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*, are provided including work-based experiences and internships?
  - iv. How will parents, business, labor and secondary teachers/postsecondary faculty be included in the design, implementation, and evaluation of career and technical education programs, including programs of study?
- Education Partnerships
  - i. How will adult basic education, remedial education and developmental education/non-credit training, be included in providing a continuum of education programming and support services? (Please Note: Perkins funds may only be used for programs that are credit-based.)
  - ii. How will four-year programs, colleges and universities be engaged in the implementation of programs of study, including the development of transfer and articulation agreements?
- How will you provide transition for adult learners into the workforce?

**Plan Narrative:** The Riverland Community College Consortium will work together with our local workforce centers and business, industry and organizations to implement the Program of Study and career pathway projects into our schools and communities. We will research, identify and validate the high-skill, high-wage, and high-demand occupations within our region and use those data, along with college and high school planning data, to create new CTE programs, and enhance existing CTE programs, to better serve the local education and employment needs of our communities.

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

<p>1. Support the research, development and implementation of new and existing CTE programs and/or courses to meet high-skill, high-wage, or high-demand occupations within our region.</p>	<p>2.1.1 Work skills will be taught within the ongoing work experience program.</p> <p>2.1.2 Provide in-kind donation of space on the Riverland campuses for classroom activity.</p> <p>2.1.3 Riverland RTD will actively work together with WDI to deliver components of the education and help educate and provide access to the next level of Career and technical programming needed to advance them into high-skill, high-demand, and high-wage occupations.</p> <p>2.1.4 Expand new and enhance existing CTE programming to provide a path from P-12 and/or the workforce centers to Riverland, local business and industry, and/or other MnSCU institutions to best serve high-skill, high-demand, and high-wage careers. The following could be enhanced by this initiative:</p> <ul style="list-style-type: none"> <li>• Manufacturing Skills Certification project</li> <li>• Alexandria Tech grant project-PLC's and "Mechatronics</li> <li>• Project Lead the Way (Owatonna and Albert Lea high schools</li> <li>• Top Team Initiative</li> <li>• Brokering</li> <li>• 360 Manufacturing and Applied Engineering Center of Excellence</li> <li>• Production Technician I promotion and expansion</li> <li>• Manufacturing Technical Specialist</li> <li>• Wind Turbine Technician Program Development</li> </ul>	<p>2.1.1 Establish baseline of students enrolled in the work experience programs.</p> <p>2.1.2 1,000 hours of classroom space will be provided for WDI and area high schools.</p> <p>2.1.3 Create a baseline identifying workforce academy participants that further their education with Riverland CTE programming.</p> <p>2.1.4 Increase the enrollment of students in CTE by 2%. (use 07-08 data)</p>	<p>C-\$2000</p>
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	<p>2.1.5 Design, offer and expand curriculum for online, ITV, hybrid delivery in Manufacturing/Engineering, Computer/Business, and CTE programs.</p> <p>2.1.6 Explore and expand concurrent offerings in CTE education.</p> <p>2.1.7 The college will engage in data collection and analysis activities to better understand the skill sets desired by employers on our region. Activities will include:</p> <ol style="list-style-type: none"> <li>1. Analyze the results of the Noel-Levitz Employer Satisfaction Survey,</li> <li>2. Collect additional information from service area Chambers, Workforce Centers and DEEDS,</li> <li>3. Review accreditation and industry standards</li> </ol> <p>2.1.8 Plan and implement workforce summits To engage local business and industry in identifying and articulating their workforce skill gaps and employment needs.</p>	<p>2.1.5 One new alternative delivery option will be designed and ready for implementation for each POS, targeted CTE program by the end of spring semester.</p> <p>2.1.6 Riverland will implement a minimum of one new CTE concurrent or PSEO by contract course offering within the consortium for FY09.</p> <p>2.1.7 Prepare and share an executive summary with the consortium partners.</p> <p>2.1.8 Deliver one workforce summit for Austin and/or Albert Lea.</p>	<p>C-\$5000 HS-\$3150</p> <p>C- \$3000</p>
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<p>2. Enhance teaching and better prepare students for high-skill, high-wage, and high-demand jobs through staff development, curriculum design and increased programming.</p>	<p>2.2.1 Purchase and upgrade equipment. Support materials, technology, and instructional supplies so that industry standards are being met through CTE programs (see budget).</p> <p>2.2.2 Secondary and postsecondary instructors will meet annually to review course content and ensure the learning experiences are relevant to industry.</p> <p>2.2.3 Allow secondary teachers time to job shadow their postsecondary counterpart once per year.</p> <p>2.3.4 Provide ongoing training for effectively utilizing advisory committees in Preparation for the Program approval in FY10.</p> <p>2.3.5 Support expenses for assessments including for Prostart and other technical skills attainments as needed.</p> <p>2.3.6 Criminal Justice and Health Science faculty will work with area sheriff and police departments; as well as health care providers to provide training using simulated technology.</p> <p>2.3.7 Support field trip opportunities by local K-12 schools to come on campus to tour and experience CTE and simulation education, business and industry tours, career fairs. (transportation, sub pay)</p> <p>2.3.8 Support tour opportunities by WDI clients to come on campus to tour and experience CTE and simulation education.</p> <p>2.3.9 Using the Academic Quality Improvement Process, Riverland will continue to engage in a continuous improvement process that integrates the college mission, vision, institutional values, and the Higher Learning Commission accreditation criteria. In addition, Perkins Technical Education Act objectives will be incorporated into the institution's planning efforts.</p>	<p>2.2.1 A minimum of four approved CTE programs will receive updated equipment and materials to enhance teaching and learning.</p> <p>2.2.2 Ten CTE instructors will meet annually.</p> <p>2.2.3 At least two CTE instructors will shadow their counterparts 1x year.</p> <p>2.3.4 Consortium members will be invited to workshop on the effective use of advisory committees.</p> <p>2.3.5 Thirty students will take TSA assessments as needed.</p> <p>2.3.6 At least 2 simulations courses will be offered to incumbent workers.</p> <p>2.3.7 Eight high schools will have access to funds. Each HS will take at least one trip to Riverland. 1,000 students will participate in fieldtrips, tour, campus visits, career fair.</p> <p>2.3.8 Implement a minimum of one on campus simulation tour for WDI clients.</p> <p>2.3.9 Riverland will maintain its NCA accreditation</p>	<p>C-\$15,000 HS-\$51,169</p> <p>C-\$600</p> <p>HS-\$2000</p> <p>C-\$4000 HS-\$5360</p>
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	<p>2.3.10 Accreditation will be maintained in Nursing, Radiography, Cosmetology, and Automotive Service Technology. In addition, Riverland will complete the accreditation pursued in Diesel Technology and Collision Repair.</p> <p>2.3.11 Riverland will develop plan a 5-year for CTE programs to research, pursue, obtain, enhance and implement industry related accreditation, certifications, and/or national skill standards.</p> <p>2.3.12 Riverland will begin discussions with HS faculty and deans regarding the incorporation of industry- related accreditation, certifications, and/or national skill standards for the high school consortium partners.</p> <p>2.3.13 The College will continue to provide student internships and clinical experiences in Health Science, Human Service, Law Enforcement/Corrections, and Business and Office. Service learning will continue in Human Service, Carpentry, and Construction Electrician programs.</p> <p>2.3.14 The consortium will explore new opportunities for internships and service learning expansion in CTE programs.</p> <p>2.3.15 Convene an All College Advisory Committee for all of the career-technical program advisory committee members to thank them for their past service, train and motivate through a guest speaker, and to break out in their respective program advisory meetings to discuss program needs.</p> <p>2.3.16 Continue Leadership Albert Lea and Leadership Austin, which are community leadership programs developed by the Austin and Albert Lea Area Chambers of Commerce and Riverland Training and Development. Their purpose is to identify and assist individuals who are interested in developing leadership skills, knowledge about issues that face the community, and a better understanding Riverland's role in economic, workforce and community development.</p> <p>2.3.17 Provide curriculum time for staff to meet with business, industry, secondary and postsecondary groups to improve existing curriculum and develop/review new testing for skill attainment. Curriculum time for Ag, Business and FACS, and WBL transition.</p>	<p>2.3.10 Nursing, Radiography, Cosmetology, Automotive Service Technology, Diesel Technology and Collision Repair will be accredited.</p> <p>2.3.11 Riverland will present a 5-year plan for the CTE programs to incorporate industry related accreditation, certifications, and/or national skill standards.</p> <p>2.3.12 Area consortium schools will develop one certification/national skills standard within a course.</p> <p>2.3.13 Implement a minimum of one new internship or service learning project in FY2009</p> <p>2.3.14 Implement a minimum of one new internship or service learning project in FY2009</p> <p>2.3.15 140 people will attend the All-College Advisory Committee meeting for an increase of 10% from 2007.</p> <p>2.3.16 Deliver one co-hort in Albert Lea and Austin.</p> <p>2.3.17 Ten courses will be updated to enhance the delivery system for POS</p>	<p>HS-\$9800</p>
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	<p>2.3.18 Fund appropriate vocational educators and Perkins staff to state and regional meetings, workshops, and conferences on career and technical issues.</p> <ul style="list-style-type: none"> <li>• MACTA Conferences</li> <li>• Perkins Required Meetings</li> <li>• Local CTE &amp; Consortium Staff Dev.</li> <li>• ACTE Conferences</li> <li>• <u>Graphics</u> IGAEA</li> <li>• <u>Construction</u> MCTIA</li> <li>• <u>FACS</u> FCCLA, Le Cordon Bleu, ProStart training</li> <li>• <u>Agriculture</u> MAAE Conference, Briggs &amp; Stratton Training, Lincoln Welding School</li> <li>• <u>Business</u> TIES Conference</li> <li>• <u>Leadership</u> ACTE, MnACTE</li> </ul> <p>2.3.19 Support advisor and chaperone expenses for CTE student organization activities, fund advisor, chaperone, and programmatic expenses to support CTE student activities:</p> <ul style="list-style-type: none"> <li>• ProStart</li> <li>• Riverland Welding Contest</li> <li>• Riverland Automotive Contest</li> <li>• Student Organizations (Skills USA, DECA, FFA, FCCLA)</li> <li>• BPA</li> <li>• DECA</li> </ul> <p>2.3.20 Provide a stipend to qualified instructors to support CTE student organizations and activities.</p> <p>2.3.21 Support BPA student travel as a cooperative effort between Owatonna and Albert Lea chapters as previously paid by Tech Prep funds.</p> <p>2.3.22 Ten days of sub pay for curriculum improvements.</p> <p>2.3.23 Members of the Advisory Committees will meet a minimum of once per year to assess the program, standards and measures for curriculum, and provide input for each program area. Stakeholders (parents, students, educators, business industry, and special populations) are involved in the planning and evaluation of CTE programs through an advisement consortium committee. At smaller school sites shared advisory committees will be delivered.</p> <p>2.3.24 Students will have the opportunity to compete in BPA, FFA, DECA and Skills USA and Welding competitions locally.</p>	<p>2.3.18 Ten CTE teachers will attend staff development conference on technical issues and share their experience with other CTE instructors</p> <p>2.3.19 120 CTE students will attend regional, state and/or national competitions through BPA or FFA or Industrial Tech welding competitions</p> <p>2.3.20 Two instructors will receive stipend.</p> <p>2.3.21 50 students will attend local BPA competitions</p> <p>2.3.22 At least three CTE programs will be reviewed or enhanced by staff members during FY09.</p> <p>2.3.23 15-20 members of the advisory committees will meet to evaluate CTE program standards and measures.</p> <p>2.3.24 120 CTE student will attend local BPA competition.</p>	<p>HS-\$18,275</p> <p>HS-\$6100</p> <p>HS-\$2700</p> <p>HS-\$1000</p> <p>HS-\$1250</p>
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	<p>2.3.25 Riverland will grant college credit for successful completion of advanced placement exams, CLEP, technical skills test outs, transfer credits, and articulation agreements.</p> <p>2.3.26 Provide support for participation with career awareness and career fair activities (jr. high, sr. high career fairs, career awareness classes, Riverland career fair for HS students etc.)</p> <p>.</p>	<p>2.3.25 Riverland will establish baselines for students who are granted college credit for advanced placement exams, CLEP, technical skills test-outs, transfer credits and articulation agreements.</p> <p>2.3.26 Riverland faculty and staff will participate in a minimum of one K-12 career fair, or career awareness activity, and the Riverland Career Fair in conjunction with the college fair held each spring semester in Austin.</p>	<p>C- \$4000</p> <p>Staff salary for Riverland to address activity in Goal 2 : \$18,035.70</p>
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**Use of Funds:** List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.

**Required-Local use of Funds Federal:**

1. Integration of academic and technical education
2. Programs of study
3. Work-Based Learning including All Aspects of Industry
4. Development, improvement, or expansion of the use of technology
5. Professional development
6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs
7. Continuous Program improvement for CTE
8. Size, quality for each scope, and CTE program
9. Programs that provide for high-skill, high-wage, or high-demand occupations that lead to self sufficiency for all students with emphasis on special populations

**Required-Additional State Requirements:**

10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized transition strategies
11. Collaboration (using not less than 10% of eligible Perkins Basic Funds)
12. Proposed New Consortium Structure- planning and development

**Permissible:**

1. Support appropriate use of advisory committees
2. Support career guidance and academic counseling
3. Support internships for students, faculty, and staffs
4. Support programs for special populations
5. Support career and technical student organizations
6. Support mentoring and support services
7. Leasing, purchasing, and upgrading or adapting of equipment
8. Support teacher preparation programs
9. Support alternative teaching and learning formats
10. Support facilitation of the transition of students from sub-baccalaureate CTE programs to baccalaureate programs
11. Support entrepreneurship education and training
12. Support new program development
13. Support small career-themed learning communities
14. Support for Family and Consumer Sciences
15. Support for adult students and dropouts
16. Support for unemployed or under employed individuals
17. Support training, mentoring, and activities for nontraditional students
18. Support automotive technologies
19. Support innovative initiatives
20. Support student placement into employment, military, and further education
21. Support CTE activities consistent with the 2006 Perkins Act

## 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?

<b>Plan Narrative:</b> The Riverland Community College Consortium will work together to research and plan new ways to engage and support the underserved, underemployed, and special populations in career and technical education opportunities.			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><i>Projected Budget by Objective</i></b>

<p>1. Provide academic support for non-traditional and special populations.</p>	<p>3.1.1 MCIS academic practice tests (academic package) will be available for students to practice academic skills.</p> <p>3.1.2 Promote the summer <b>BE YOUR BEST</b> program at Riverland to all consortia students. This project will provide support and resources for under-served, under-participating and under-represented students to develop the academic skills necessary for higher education. Riverland will pilot the project in summer 2007. Students will improve in college prep reading, writing, and math skills. They will learn study skills, soft skills for success on the job and have experience in campus life. Students involved in this summer program will select and confirm an educational/occupational area of interest, develop an educational plan, and ultimately have the potential to earn an Associate degree and transfer to baccalaureate granting institution</p>	<p>3.1.1 150 students will take practice test.</p> <p>3.1.2 20 students will participate in summer program.</p>	<p>HS-\$350</p>
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	<p>3.1.3 Utilize Riverland’s Student Success Center staff, funded partially by the grant, to develop personalized transition plans for special population students</p> <p>3.1.4 Continue placing area special education students in work experience at Cedar Valley Services in Austin</p> <p>3.1.5 Teach workplace skills as part of the 18-21 year old transition program.</p> <p>3.1.6 Student Support Services Director will coordinate the advising of career and technical education students with disabilities and provide Riverland Community College staff and faculty with the resources to implement reasonable educational and physical accommodations. The Director will also coordinate tutoring and support services for special population students.</p> <p>3.1.7 College Lab Assistants  <input type="checkbox"/> 2 full-time yearly  Two full-time seasonal will monitor, direct and implement reasonable accommodations as well as provide tutoring for special population career and technical education students. Riverland’s Student Success Center, with locations in Austin, Owatonna, and Albert Lea, will provide the following services to special population students: tutoring, organization of study groups, personalized study skills, organization tips, time0-management tools, textbooks-reading strategies, services for students with disabilities, and incoming student assessment</p>	<p>3.1.3 Establish a baseline to determine student usage of Riverland’s Success Center by high school students.</p> <p>3.1.4 Ten special ed students will be placed in work experience through Cedar Valley.</p> <p>3.1.5 Establish baseline on workplace skills for the 10-21 year old transition program.</p> <p>3.1.6 Increase the retention rate of students in Career and Technical Education by 2%.</p> <p>13.1.7 Increase the retention rate of students in Career and Technical Education from 1,198 (69%) to 1,216 (70%).</p> <p>Increase the graduation rate of special population students.</p> <p>Increase the retention rate of students in Career and Technical Education by 2%.</p> <p>Increase the graduation rate of special population students.</p>	
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	<p>3.1.8 Offer the CPT test on site at the high schools so students are more aware of high school and/or college classes to advance their reading and math skills to prepare for college coursework</p> <p>3.1.9 Perkins staff from the Student Success Center staff will collaborate with area high schools and community services to develop personalized transition plans for special population students.</p> <p>3.1.10 Work-based learning experiences will be provided to students based on their specific needs or IEP.</p> <p>3.1.11 All career planning tools and resource information will be accessible and available to special population students.</p> <p>3.1.12 Provide mini grants to provide career assessment for special population students.</p> <p>3.1.13 Day treatment students will have work based learning transition opportunities through cooperative efforts with the special needs work program.</p> <p>3.1.14 Collaborate with the Workforce Center Youth Program coordinator for at-risk student job placement.</p> <p>3.1.15 Special needs students will be mainstreamed into regular classes as indicated in their IEP's. Paraprofessionals will provide assistance as determined by the special needs facilitators and case managers.</p> <p>3.1.16 Special needs WBL instructor will research implementing a handicapped work based curriculum to assist students achieve self-sufficiency life skills.</p> <p>3.1.17 Adaptive equipment for welding will be purchased.</p>	<p>3.1.8 Increase the number of high school students taking CPT test.</p> <p>3.1.9 Increase the number of students participating in concurrent classes.</p> <p>3.1.10 Increase the retention rate of students in Career and Technical Education by 1%. 100 students will have one or more work-based experience.</p> <p>3.1.11 Increase the graduation rate of special population students by 1%.</p> <p>3.1.12 Two mini grants will be awarded for assessments.</p> <p>3.1.13 One student will have work-based learning opportunities.</p> <p>3.1.14 Eight students will meet with the Workforce Center coordinator.</p> <p>3.1.15 50% of special needs students will take at least one mainstream course.</p> <p>3.1.16 Development of life skills curriculum for implementation in 08-09.</p> <p>3.1.17 Two Auto Darkening Welding Helmets will be purchase to assist special needs students.</p>	<p>HS-\$419.81</p>
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<p>2. Increase CTE participation among special populations and non-traditional students.</p>	<p>3.2.1 Utilize the district success coaches to encourage CTE participation among ELL students.</p> <p>3.2.2 Promote nontraditional (gender) sessions at the Grade 8 and Grade 11 Career Fairs in Austin</p> <p>3.2.3 Distribute CTE marketing materials to area students prior to registration encouraging participation in non-traditional (gender) courses</p> <p>3.2.4 Broadcast promotional pieces on the school news encouraging non-traditional participation</p> <p>3.2.5 Train SPED instructors and case managers to help students with course and career planning.</p> <p>3.2.6 Riverland’s Minority Student Advisor will assist and provide programming and advising for minority students. Activities will include specialized orientation, clubs, cultural experiences, intrusive counseling, cultural festivals and celebrations, and special speakers.</p> <p>3.2.7 A cohort-based summer learning academy program, in partnership with area high schools will be developed to help minority students with limited English skills transition to college. Greater participation for the multicultural students seeking career and transfer education will include English for Academic Purposes, College Prep Writing, Reading and Math, and English and Science</p>	<p>3.2.1 Collect baseline data on the number of ELL students contacted by success coach</p> <p>3.2.2 Two nontraditional career (gender) sessions will be held at each career fair.</p> <p>3.2.3 4,000 students will receive CTE marketing materials.</p> <p>3.2.4 Broadcasts promoting each program area at Austin High School will be aired prior to registration.</p> <p>3.2.5 At least one instructor or case manager will be trained at each appropriate location.</p> <p>3.2.6 Increase the number of minority student participating in Career and Technical Education by 2%.</p> <p>3.2.7 Baselines and outcomes will be established and documented using ACCUPLACER scores and programmatic grade point averages.</p>	<p>Hormel Foundation Grant</p>
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**Use of Funds:** List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.

**Required-Local use of Funds Federal:**

**1. Integration of academic and technical education**

2. Programs of study

**3. Work-Based Learning including All Aspects of Industry**

4. Development, improvement, or expansion of the use of technology

5. Professional development

**6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs**

7. Continuous Program improvement for CTE

8. Size, scope, and quality for each CTE program

**9. Programs that provide for high skill, high wage, or high demand occupations that lead to self sufficiency for all students with emphasis on special populations**

**Required-Additional State Requirements:**

10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized transition strategies

11. Collaboration (using not less than 10% of eligible Perkins Basic Funds)

12. Proposed New Consortium Structure- planning and development

**Permissible:**

1. Support appropriate use of advisory committees

**2. Support career guidance and academic counseling**

3. Support internships for students, faculty, and staffs

**4. Support programs for special populations**

5. Support career and technical student organizations

**6. Support mentoring and support services**

**7. Leasing, purchasing, and upgrading or adapting of equipment**

8. Support teacher preparation programs

9. Support alternative teaching and learning formats

10. Support facilitation of the transition of students from sub-baccalaureate CTE programs to baccalaureate programs

11. Support entrepreneurship education and training

12. Support new program development

13. Support small career-themed learning communities

14. Support for Family and Consumer Sciences

**15. Support for adult students and dropouts**

**16. Support for unemployed or under employed individuals**

**17. Support training, mentoring, and activities for nontraditional students**

18. Support automotive technologies

**19. Support innovative initiatives**

**20. Support student placement into employment, military, and further education**

21. Support CTE activities consistent with the 2006 Perkins Act

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

### 4. Provide a continuum of service provision<sup>1</sup> for enabling student transitions

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

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

***See next page for Goal 4.***

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:
    - Sequentially* – Student need determined by consortia seeking CSP
    - Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
    - Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortia aligned
    - Integrated* – Student need determined jointly by two or more consortia with every consortia having identical CSP
- Which option is most appropriate for a local consortium depends on the following criteria:
- Student Needs
  - Cohorts versus individual students
  - Development and coordination time
  - Availability of staff resources
  - Funding Constraints
  - Degree of Adaptability

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

**Plan Narrative:** The Riverland Community College Consortium will work together to ensure the needs of our students will be met as they research, plan and implement their goals of obtaining career and technical education as a pathway to obtaining high-skill, high-demand, high-wage occupations. We will create as many pathway opportunities as possible and ensure students have a clear understanding and smooth transition from education to the workforce.

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><i>Projected Budget by Objective</i></b>
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<p>1. Actively promote and develop the use of POS, articulation agreements and concurrent PSEO classes for CTE careers.</p>	<p>4.1.1 Site coordinators and/or instructors will identify postsecondary contacts for brokering opportunities.</p> <p>4.1.2 Train counselors at postsecondary sites on the process to use articulation certificates</p> <p>4.1.3 Continue to offer Accuplacer testing</p> <p>4.1.4 Promote attendance at Big Day on Campus.</p> <p>4.1.5 Analyze senior exit surveys and collect data regarding anticipated college majors.</p> <p>4.1.6 A qualified person will be employed to coordinate program collaboration, career planning activities at each of the following sites:</p> <ul style="list-style-type: none"> <li>• Albert Lea</li> <li>• Austin</li> <li>• Owatonna</li> </ul> <p>4.1.7 Work with Riverland to establish a system for tracking the number of students who continue in a program of study at Riverland.</p> <p>4.1.8 Develop a system to track who earns an articulation certificate.</p>	<p>4.1.1 Process will be established with South Central College.</p> <p>4.1.2 Host a counseling meeting to inform counselors about articulation certificates.</p> <p>100% of students will receive information regarding articulated courses in the course registration guides.</p> <p>4.1.3 All students will have the opportunity to take the Accuplacer.</p> <p>4.1.4 Increase high school attendance by 2% based on FY08.</p> <p>4.1.5 Collect baseline on number of students entering CTE program at postsecondary.</p> <p>4.1.6 A qualified person will be employed to coordinate program collaboration, career planning activities, CTE staff development, and data collection and prepare reports to MDE.</p> <p>800 of 1,065 (75.11%) freshman through senior students will participate in CTE activities.</p> <p>4.1.7 Collect baseline data on the number of students that continue in their anticipated field.</p> <p>4.1.8 Distribute to participating postsecondary registrars a list of students who obtained Tech-Prep college credit.</p>	<p>HS-\$580.15</p> <p>HS-\$9000</p>
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<p>2. Provide coordinated services for under-prepared and under-employed adult learners among the college and regional service agencies.</p>	<p>4.2.1 Riverland will host an annual workshop (Partners on Campus) designed to help community agencies define and discuss the issues and needs of adult learners in our communities. The goal is to find ways to coordinate and work more efficiently as well as facilitate cross-referrals between Riverland and community agencies.</p>	<p>4.2.1 Increase the retention of students enrolled in Developmental Courses from 50% to 55%.</p>	
<p>3. Riverland will partner with the Workforce Center to continue to provide educational opportunities for their clients to move into high-skill, high-wage, or high-demand occupations.</p>	<p>4.3.1 Admissions, financial aid, and counseling staff and Student Success Center will provide workshops and services, in conjunction with the Workforce Center, on the site of businesses in transition to help their employees understand the training opportunities available to them in southeast Minnesota.</p> <p>4.3.2 Riverland will host a community job fair, in partnership with the Workforce Center. Regional employers will annually be invited on campus to showcase employment opportunities at their firms.</p>	<p>4.3.1 Increase the number of student majoring in Career and Technical Education from 1,737 (48%) to 1,805 (50%).</p> <p>4.3.2 Increase overall placement rate of 335 (88.9%) to 343 (91%).</p>	<p>Staff salary for Riverland to address activity in Goal 4 : \$7559.70</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-Local use of Funds Federal:**

**1. Integration of academic and technical education**

**2. Programs of study**

3. Work-Based Learning including All Aspects of Industry

4. Development, improvement, or expansion of the use of technology

5. Professional development

6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs

**7. Continuous Program improvement for CTE**

**8. Size, scope, and quality for each CTE program**

**9. Programs that provide for high skill, high wage, or high demand occupations that lead to self sufficiency for all students with emphasis on special populations**

**Required-Additional State Requirements:**

**10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized transition strategies**

**11. Collaboration (using not less than 10% of eligible Perkins Basic Funds)**

12. Proposed New Consortium Structure- planning and development

**Permissible:**

1. Support appropriate use of advisory committees

**2. Support career guidance and academic counseling**

3. Support internships for students, faculty, and staffs

**4. Support programs for special populations**

5. Support career and technical student organizations

6. Support mentoring and support services

7. Leasing, purchasing, and upgrading or adapting of equipment

8. Support teacher preparation programs

9. Support alternative teaching and learning formats

10. Support facilitation of the transition of students from sub-baccalaureate CTE programs to baccalaureate programs

11. Support entrepreneurship education and training

12. Support new program development

13. Support small career-themed learning communities

14. Support for Family and Consumer Sciences

**15. Support for adult students and dropouts**

**16. Support for unemployed or under employed individuals**

**17. Support training, mentoring, and activities for nontraditional students**

18. Support automotive technologies

19. Support innovative initiatives

**20. Support student placement into employment, military, and further education**

21. Support CTE activities consistent with the 2006 Perkins Act

## 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.)?

<b>5. Sustain the new consortium structure of secondary and postsecondary institutions</b>			
<b>Plan Narrative:</b> The Riverland Community College Consortium will work together to create a strong working relationship with all partners. We will keep communication open to ensure everyone has an opportunity to participate in the planning, development and implementation of our Perkins IV FY2009 plan.			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
1. Create, maintain and improve the collaborative relationship between P-12 faculty, Riverland faculty/staff and industry leaders.	5.1.1 Faculty will have financial support to become more proactive and creative with their education counterparts and business/industry partners for relationship building activities, and classroom learning enhancements. This will help attract more students into career-technical programs, increase the college's connection with the high schools, industry, increase advisory committee support, encourage donations to the programs and the hiring of college graduates. (Includes mileage, copies, classroom learning materials, transportation costs etc.)	5.1.1 Increase the number of students choosing CTE courses in high school by 2%	C-\$5000
	5.1.2 Riverland will designate a coordinator to engage in planning with three area school districts to implement career-technical education consortiums. Planning activities will build upon relationships that already exist between the partnering school districts regarding maintenance of the consortia structure. The major focus for Program of Study development for FY2009 includes but is not limited to:  <b>Programs of Study</b> 1) Manufacturing/Engineering 2) Computer/Business	5.1.2 College and high school faculty from each program area in the POS will meet a minimum of two times during the year.  5.1.2 Increase the number of student majoring in Career and Technical Education by 2%	C-\$3000

	<p>5.1.3 Identify, contact and meet with a variety of stakeholders to discuss CTE connections and program development. These will include Perkins Partners, business and industry leaders, high school and college instructors etc. Provide mileage and sub time for staff to attend meetings.</p>	<p>5.13 Hold a minimum of two executive meetings per year to engage in planning, review, and support of the Perkins IV consortium plan and activity. Provide minutes/summary of meetings to stakeholders.</p> <p>Hold a minimum of six Perkins coordinator meetings per year to monitor, support, and adjust the Perkins IV consortium plan. Provide minutes/summary of each meeting to stakeholders.</p> <p>Meet a minimum of three times with high school CTE faculty and/or business/industry leaders for planning, development, organizing and implementation of the Perkins IV consortium Plan.</p> <p>Attend the Perkins IV meetings and planning sessions to include high school and college program advisory meetings, Perkins POS advisory meetings, and the All College Advisory Committee event.</p>	<p>HS- \$1869.81</p> <p>Staff Salary for Riverland to address activity in Goal 5: \$10,476</p>
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**Use of Funds:** List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.

**Required-Local use of Funds Federal:**

**1. Integration of academic and technical education**

**2. Programs of study**

3. Work-Based Learning including All Aspects of Industry

**4. Development, improvement, or expansion of the use of technology**

**5. Professional development**

6. Evaluation of CTE programs including assessment of how students with special needs are successful in CTE programs

**7. Continuous Program improvement for CTE**

**8. Size, scope, and quality for each CTE program**

9. Programs that provide for high skill, high wage, or high demand occupations that lead to self sufficiency for all students with emphasis on special populations

**Required-Additional State Requirements:**

**10. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized transition strategies**

**11. Collaboration (using not less than 10% of eligible Perkins Basic Funds)**

**12. Proposed New Consortium Structure- planning and development**

**Permissible:**

1. Support appropriate use of advisory committees

2. Support career guidance and academic counseling

3. Support internships for students, faculty, and staffs

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21. Support CTE activities consistent with the 2006 Perkins Act

**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
<b>Programs of Study</b>	<b>Salary needs for Riverland:</b> *Perkins Coordinator-30% of .5 position=\$15,714 *Student Services staff-15% of .85 position=\$5603.25 *Student Services staff-15% of .5 position=\$3879.75 *Student Services staff-10% of .25 position=\$2321.70 <b>Total Riverland salary= \$27,518.70</b>		\$27,518.70	<b>\$27,518.70</b>
	<b>POS Advisory committee meetings</b> (One per semester, refreshments, copies, travel)	\$400.00	\$1000.00	<b>\$1400.00</b>
	<b>Articulation meetings with Riverland and Southern Tech Prep consortium to create new and revise existing articulation/concurrent course agreements</b> (travel, sub pay, site license)	\$2600.00		<b>\$2600.00</b>
	<b>Advertise POS, career pathways, high skill-high demand-high wage careers</b> (Local media, HS newspapers, chamber newsletters, web site enhancement etc.)		\$15,000.00	<b>\$15,000.00</b>
	<b>Produce and distribute printed materials to provide info and promotion of POS, career pathways, high skill-high demand-high wage careers etc</b> (Brochures, flyers, program plans, posters, postcards etc.)	\$8212.85	\$8000.00	<b>\$16,212.85</b>
	<b>Career and Technical Education info given out to parents regarding how CTE classes prepare students for high skill, high demand, high wage jobs</b> (curriculum/stipend)	\$1800.00		<b>\$1800.00</b>
	<b>Support utilization of career information systems</b> (MCIS software, career books)	\$9155		<b>\$9155.00</b>
	<b>Total</b>	<b>\$22,167.85</b>	<b>\$51,518.70</b>	<b>\$73,686.55</b>

<b>Employer, Community and Education Partnerships</b>	<p><b>Salary needs for Riverland:</b>  *Perkins Coordinator-30% of .5 position=\$15,714  *Student Services staff-10% of .25 position=\$2321.70  <b>Total Riverland salary= \$18,035.70</b></p>		\$18,035.70	<b>\$18,035.70</b>
	<p><b>Expand new and/or enhance existing programs to provide path from P-12 and/or workforce centers to Riverland, local business/industry, MnSCU to best serve high skill, high demand, and high wage occupations.</b>  (MSSC/MEC, Alex project, PLTW, 360 Ctr of Excellence, Prod Tech I, Mfg Specialist, Wind Turbine Tech etc.)</p>		\$2000.00	<b>\$2000.00</b>
	<p><b>Explore and expand concurrent offerings in CTE Education.</b>  (Support to expand offerings i.e. mentoring services, teaching materials through planning/budgeting initiative requests, Implementation of Food Science Curriculum \$3,150- Text and instructional materials)  Pilot CNA course at area high school  Pilot Medical Terminology Course</p>	<b>\$3150.00</b>	\$5000.00	<b>\$8150.00</b>
	<p><b>Work force Summit to engage local business and industry in identifying and articulating their workforce skill gaps and employment needs.</b>  (Implement a summit with Albert Lea/Austin mfg.)</p>		\$3000.00	<b>\$3000.00</b>
	<p><b>Purchase and upgrade equipment, support materials, technology, and instructional supplies so that industry standards are being met through CTE programs</b> (support to CTE programs through planning/budgeting initiative request)</p> <ul style="list-style-type: none"> <li>• Reference library for cabinetry courses (700)</li> <li>• Knife skills videos for FACS (\$300)</li> <li>• Mini-Grant Applications (\$2,000)</li> <li>• Adobe Creative Suite for web design and graphics classes at (\$5,000)</li> <li>• Digital Camera Equipment for graphics &amp; web design classes (\$2,000)</li> <li>• Partial funding of SmartBoard for Work Exp GM, Computer/Bus (\$2,000)</li> <li>• Computerized wood milling machine SO (\$2,000)</li> <li>• Overhaul of timesaver (\$4,000)</li> <li>• Handheld GPS Units for Ag (\$800)</li> <li>• Parts Washer AU (\$800)</li> <li>• Battery charger, engine tools, sockets, drills, electrical trades hand tools GM</li> </ul>	<b>\$51,169</b>	\$15,000.00	<b>\$66,169.00</b>

	<ul style="list-style-type: none"> <li>• (\$1,000)</li> <li>• Additional equipment as needed for program improvement (\$7,400)</li> <li>• 1 Refrigerator (\$1,000)</li> <li>• 4 Sewing machines (\$2,480.00)</li> <li>• 6 Camcorders for video course (\$1,800)</li> <li>• 1 Spot welder (\$579)</li> <li>• 30-Chipping Hammers/Metal Brushes (\$300)</li> <li>• 2-Tap/Die Sets (\$220.00)</li> <li>• 2 Index Drill Bits (\$175)</li> <li>• 2 Auto Darking Welding Helments (\$500)</li> <li>• 2 digital cameras (\$500)</li> <li>• 2 LCD projectors (\$2,550)</li> <li>• Upgrade DVD's (\$1,500)</li> <li>• ProStart equipment \$3,200)</li> <li>• 4 stand mixers (\$1,200)</li> <li>• 2 stacking tables (\$640)</li> <li>• 2 potting tables (\$600)</li> <li>• Additional equipment (\$5925) <ul style="list-style-type: none"> <li>• Stick Welder</li> <li>• Auto scanner</li> <li>• Curriculum upgrade for work experience class</li> </ul> </li> </ul> <p><b>Secondary and post-secondary instructors will meet annually to review course content and ensure the learning experiences are relevant to industry</b> (To cover expenses for copies, refreshments, facilitator etc.)</p> <p><b>Support expenses for assessments including for Prostart and other technical skills attainment</b></p> <p><b>Support field trip opportunities by local K-12 schools to come on campus to tour and experience CTE and simulation education.</b> (A minimum of 1 per consortium school @ approx \$400/per trip) Student transportation and sub costs for tours of industry, colleges, and career fairs <ul style="list-style-type: none"> <li>• Riverland Ag Mechanics Tour (\$250)</li> <li>• Business Classes to MPLS Ad Agency (\$200)</li> <li>• Printing Industry of Minnesota Tour (\$700)</li> <li>• SCTC Print Day (\$300)</li> <li>• Local Printing Companies (\$200)</li> <li>• Child Care Centers (\$300)</li> <li>• Riverland House Tours (\$150)</li> <li>• Hormel Foods R &amp; D (\$150)</li> <li>• Agriculture Trips to MN Zoo, Cabelas, other related industry (\$800)</li> <li>• Riverland Career Fair (\$500)</li> <li>• Grade 8 Career Fair (\$500)</li> </ul> </p>			
			\$600.00	<b>\$600.00</b>
		\$2000.00		<b>\$2000.00</b>
		\$5360.00	\$4000.00	<b>\$9360.00</b>

	<ul style="list-style-type: none"> <li>• Latino College Fair (\$300)</li> <li>• Area Learning Center Trip to Technical College (395.00)</li> <li>• Career Exploration at RCTC (\$395.00)</li> <li>• Big Day on Campus RCC-Para sub and transportation (\$220.00)</li> </ul> <p><b>Provide curriculum time for staff to meet with business, industry, secondary and postsecondary groups to improve existing curriculum and develop/review new testing for skill attainment. Curriculum time for Ag, Business, and FACS, and WBL transition (instructor stipends)</b></p> <p><b>Fund appropriate vocational educators and Perkins staff to state and regional meetings, workshops, and conferences on career and technical issues</b></p> <ul style="list-style-type: none"> <li>• Regional FACS Conferences (\$1000)</li> <li>• MAAE Conferences (\$800)</li> <li>• IGAEA (\$1500)</li> <li>• TIES (\$700)</li> <li>• ProStart (\$3000)</li> <li>• MCTIA (\$500)</li> <li>• Big 9 FACS Meeting (\$400)</li> <li>• Briggs &amp; Stratton Training (\$1000)</li> <li>• Other applicable conferences as needed (\$2000)</li> <li>• MN ACTE Membership (\$100)</li> <li>• ACTE Conference (\$1,800)</li> <li>• MACTA Membership and Conferences (\$2,000)</li> <li>• Meetings as approved (\$3,475)</li> </ul> <p><b>Support advisor and chaperone expenses for CTE student organization activities, fund advisor, chaperone, and programmatic expenses to support CTE student activities</b></p> <ul style="list-style-type: none"> <li>• SkillsUSA (\$800)</li> <li>• Riverland Skills Competitions (\$800)</li> <li>• ProStart Competition (\$500)</li> <li>• DECA (site funded)</li> <li>• FFA (site funded)</li> <li>• ALHS-FFA, (\$2,000)</li> <li>• ALHS-BPA, (\$2,000)</li> </ul> <p><b>Provide a stipend to qualified instructors to support CTE student organizations and activities. (BPA and FFA)</b></p> <p><b>Support BPA student travel as a cooperative effort between Owatonna and Albert Lea chapters as previously paid by Tech Prep funds.</b></p> <p><b>Ten days of sub pay for curriculum improvements.</b></p> <p><b>Support participation with career awareness and career fair activities (jr. high, sr. high career fairs, career awareness classes, Riverland career fair for HS students etc.)</b></p> <p><b>Total</b></p>	<p>\$9800.00</p> <p>\$18,275</p> <p>\$6100.00</p> <p>\$2700.00</p> <p>\$1000.00</p> <p>\$1250.00</p> <p>\$4000.00</p> <p>\$100,804.00</p>	<p>\$9800.00</p> <p>\$18,275.00</p> <p>\$6100.00</p> <p>\$2700.00</p> <p>\$1000.00</p> <p>\$1250.00</p> <p>\$4000.00</p> <p>\$51,635.70</p>	<p>\$9800.00</p> <p>\$18,275.00</p> <p>\$6100.00</p> <p>\$2700.00</p> <p>\$1000.00</p> <p>\$1250.00</p> <p>\$4000.00</p> <p>\$152,439.70</p>
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<b>Service to Special Populations</b>	<b>Salary needs for Riverland:</b> *Perkins Coordinator-10% of .5 position=\$5238 *Student Services staff-85% of .85 position=\$31,751.75 *Student Services staff-85% of .5 position=\$21,985.25 *Student Services staff-70% of.25 position=\$16,251.90 <b>Total Riverland salary= \$75,226.90</b>		\$75,226.90	<b>\$75,226.90</b>
	MCIS academic practice tests	\$350.00		<b>\$350.00</b>
	Provide mini grants for for assessment for special population students.	\$419.81		<b>\$419.81</b>
	<b>Total</b>	<b>\$769.81</b>	<b>\$75,226.90</b>	<b>\$75,996.71</b>
<b>Continuum of Service Provision (Brokering)</b>	<b>Salary needs for Riverland:</b> *Perkins Coordinator-10% of .5 position=\$5328 *Student Services staff-10% of.25 position=\$2321.70 <b>Total Riverland salary= \$7559.70</b>		\$7559.70	<b>\$7559.70</b>
	Stipends for Perkins IV site coordinators	\$18,580.15		<b>\$18,580.15</b>
	<b>Total</b>	<b>\$18,580.15</b>	<b>\$7559.70</b>	<b>\$26,139.85</b>

<b>Sustaining the New Consortium</b>	<b>Salary needs for Riverland:</b> *Perkins Coordinator-20% of .5 position=\$10,476 <b>Total Riverland salary= \$10,476</b>		\$10,476.00	<b>\$10,476.00</b>
	<b>Perkins coordinator expenses= \$3000</b> (to include mileage, phone, copies etc.)		\$3000.00	<b>\$3000.00</b>
	<b>Faculty will have financial support to become more proactive and creative with their education counterparts and business/industry partners for relationship-building activities, and classroom learning enhancements</b> (includes mileage, copies, classroom learning materials, transportation costs etc.)		\$5000.00	<b>\$5000.00</b>
	<b>Identify, contact and meet with a variety of stakeholders to discuss CTE connections and program development</b> (mileage, stipends and food for spring consortia planning meeting).	\$1269.81		<b>\$1269.81</b>
	Mandatory Perkins Coordinator Meetings	\$600.00		<b>\$600.00</b>
	<b>Total</b>	<b>\$1869.81</b>	<b>\$18,476.00</b>	<b>\$20,345.81</b>
<b>Total All Goals</b>		<b>\$144,191.62</b>	<b>\$204,417</b>	<b>\$348,608.62</b>

**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	\$12,612.85	\$9555.00	\$22,167.85
2	Employer, Community and Education Partnerships	\$66,939.00	\$33,865.00	\$100,804
3	Service to Special Populations	\$419.81	\$350.00	\$769.81
4	Continuum of Service Provision (Brokering)	\$18,580.15	0	\$18,580.15
5	Sustaining the New Consortium	\$1869.81	0	\$1869.81
Subtotals for each column		\$100,421.62	\$43,770.00	\$144,191.62
Administration not to exceed 5%		\$0	\$0	\$0
Total Perkins Secondary Budget		\$100,421.62	\$43,770.00	\$144,191.62

**Additional Informational Items:**

1. Coordination Time for Perkins Grant	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	15%	\$18,000
Austin High School, Grand Meadow, LeRoy-Ostrander, Lyle, Southland	\$6000	
Albert Lea High School	\$6000	
Owatonna High School	\$6000	
2. Perkins Grant Collaboration with Workforce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with Workforce Centers		
B. Estimate of other expenditures/in-kind contributions used in collaboration with Workforce Centers		\$3000
<b>Perkins budget spent in collaboration with Workforce Centers for FY2009 [A + B]</b>		<b>\$3000</b>

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	<b>Programs of Study</b>	\$42,263.09	\$9,255.61	\$51,518.70
2	<b>Employer, Community and Education Partnerships</b>	\$28,617.85	\$23,017.85	\$51,635.70
3	<b>Service to Special Populations</b>	\$35,356.64	\$39,870.26	\$75,226.90
4	<b>Continuum of Service Provision (Brokering)</b>	\$3401.86	\$4157.84	\$7559.70
5	<b>Sustaining the New Consortium</b>	\$18,476.00	\$0	\$18,476.00
<b>Subtotals for each column</b>		\$128,115.44	\$76,301.56	\$204,417.00
<b>Administration not to exceed 5%</b>		\$6,776.91	\$3,980.09	\$10,757.00
<b>Total Perkins Postsecondary Budget</b>		\$134,892.35	\$80,281.65	\$215,174.00

**Additional Informational Items:**

<b>1. Coordination Time for Perkins Grant</b>	<b>% of Total Time</b>	<b>Total Budget</b>
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	75%	\$75,597
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$8000
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$42,880
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$50,880

**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**

<b>Date</b>	<b>What was purchased</b>	<b>Where located (school and district )</b>	<b>Cost/Dollar allocation</b>
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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: Riverland Community College Consortium

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Postsecondary Signature - College President

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Date

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Secondary Signature - School Superintendent

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Date