

APPROVED 7-30-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 Runestone Consortium

Please complete the following:

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***District #** 6014 **District Type** 61
 (*for electronic payment purposes)

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District/Agency Name/College	Secondary Type & Number
Alexandria Technical College—President Kevin Kopischke	
Alexandria Public Schools—Superintendent Terry Quist	01—206
Brandon Public Schools—Superintendent Mark Westby	01—207
Evansville Public Schools—Superintendent Allan Jensen	01—208
Minnewaska Public Schools—Superintendent Greg Ohl	01—2149
Osakis Public Schools—Superintendent Gregg Allen	01—213
Parkers Prairie Public Schools—Superintendent Russ Johnson	01—547
Sauk Centre Public Schools—Superintendent Dan Brooks	01—743
Runestone Regional Learning Center—Director Mark Westby	61—6014

(*Use extra rows or sheets if necessary)

Runestone Perkins 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**

Business Administrative and Information Support

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

Business Administrative and Information Support

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

We will be exploring the possibilities of the following:

1. **Business, Management and Administration**
2. **Health Occupations**
3. **Engineering & Manufacturing**

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

Runestone Perkins 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.

Programming is in place in six of the eight high schools as well as at the technical college.

Business and Administration has been identified as one of the High-Demand, High-Pay occupations in our region of Minnesota.

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

Various meetings were held in spring of 2007 with faculty from both the secondary and post-secondary side to design a Business Program Alignment in the Administrative Assistant area. Workshop and writing sessions were also used in the process.

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

Yes—Distance Minnesota Online College in the High School (DM-OCHS) provides several of the courses that align with our POS. This makes it possible to provide courses to high schools that might otherwise not have them available for the students. DM-OCHS allows us to broker with two additional college course providers as well as the Distance MN Online Support Center.

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

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

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

Plan Narrative: The first program of study has been identified as Administrative and Information Support and has been implemented in one of the partnership high schools beginning in FY08. Working towards implementation of this POS in the other high schools, as well as making sure all necessary documentation is completed for this POS, is the goal FY09. Key factors for choosing this POS were the availability of programming currently in place in the high school and college along with the High SWD information for the West Central Region. Course offerings available to students through concurrent, PSEO, Online College in the High School and Tech Prep agreements were also taken in consideration. College and high school faculty working in this program area were consulted and assisted in the alignment for this POS. Students who choose to follow this POS will have the opportunity to earn a college diploma and enter the workforce upon high school graduation or continue the education ladder and receive an AAS degree in Administrative Office Management. At this point they can enter the workforce or continue on towards a bachelor's degree in Business Management with Southwest State University, Mayville State University or Bellview Online University.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Maintain variety of programming in the high schools and college that aligns with Admin & Info Support POS.	1a Work with Rachel Savageau and Julie Haar (college faculty) and Wendy Watts (high school faculty) to expand the-Admin & Info Support POS into more than one of the partnership high schools.	<ul style="list-style-type: none"> • Minimum of two (25%) partner high schools will have implemented POS FY09. • Workforce Center information provided to all principals, counselors and CTE faculty. 	Secondary Perkins \$45,359.46
	1b Work with the local Workforce Center to align similar information regarding the POS.		P.S. Perkins \$15,115.00

<p>2. Access to advising, course and career planning tools for all partners in the consortium to assist with smooth transitions from high school to college or workforce.</p>	<p>2a POS wheel and other developmental course and career planning tools will be developed or purchased for each of schools. (includes MCIS and MNCareers) to assist in communication of college and work readiness to students, parents, and school personnel.</p>	<ul style="list-style-type: none"> • All (100%) principals, counselors, and high school CTE faculty will be given the POS wheel and recognize it as a course and career planning tool. • POS wheel will be posted in guidance and support service offices. • Increase number of students and/or adult learners accessing portfolios on MCIS by 134 (5%). • Minimum of one informational meeting held for parents and students to market availability of course and career planning tools. • Maintain or increase academic and technical skill performance in the partner in the high schools. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>1S1 Academic Attainment 2004 consortium data: 91.52% 2005 consortium data: 89.91% 2006 consortium data: 8.50% MCA Math: 74.02% MCA Reading 78.27% 2007 consortium data: 93.12% MCA Math: 39.66% MCA Reading 85.23%</p> <p>1S2 Skill Attainment 2004 consortium data: 90.23% 2005 consortium data: 85.91% 2006 consortium data: 96.66% 2007 consortium data: 92.73%</p> </div>	
<p>3. Research and begin the development of additional POS in one or more of the following: Business, Management & Admin, Health Occupations, Engineering & Manufacturing</p>	<p>3a Identify the programming in place in partnership high schools and the college to begin alignment to programs of study being considered for FY10.</p> <p>3b Support courses available through TTCP and OCHS that will align with POS begin considered FY10.</p> <p>3c Purchase equipment or software needed to align the high schools with the college curriculum in chosen programs of study.</p> <p>3d Purchase equipment for Jefferson High School's PTLW Engineering programs.</p>	<ul style="list-style-type: none"> • Minimum of one additional POS ready for development. • Workshops and individualized meetings for POS development provided to CTE faculty from at least four (50%) of the partner high schools. • Minimum of two high schools ready to develop and implement POS FY10. • PTLW lab installed at Jefferson High School and ready for use FY09 school year. 	

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

Required

1. Strengthen the academic and 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).
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.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Permissible

1. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs that improves graduation rates and provides information on post-secondary and career options, and provides assistance for post-secondary students and adults.
7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
12. Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.

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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: Focus FY09 will be to review, evaluate and revise collaborative efforts made in identifying and delivering High SWD information for our region. Focus will also be made to strengthen consortium partnerships with employers, community partners and other education partners to assist with enhancing/improving our CTE programs, building our programs of study and providing transition for adult learners. Student surveys and feedback will be use to provide data on effectiveness of activities and programming provided.

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

<p>1. Consortium collaboration with employers and community partnerships to identify and market the high skill, high wage and high demand occupations in our region and to assist with awareness of All Aspects of An Industry.</p>	<p>1a Secondary Perkins coordinator will continue to collaborate with Chamber of Education and Career Exploration Day committees to improve or expand sponsored events for high students' to provide exposure and awareness to High SWD and All Aspects of An Industry</p> <p>1b Workforce Center collaboration on POS and All Aspects of An Industry.</p> <p>1c Student awareness in All Aspects of An Industry through opportunities provided by CTE organizations, work-based learning activities and career exploration activities.</p> <p>1d. Consortium wide CTE curriculum advisory meeting held.</p>	<ul style="list-style-type: none"> • Students, faculty, parents given POS wheel at career events and made aware of use in career planning. • Workforce Center input on occupations highlighted at the Career Exploration Day event. • Workforce Center will have input in the design, implementation and evaluation of POS. • Number of students and high schools who have participated in these activities. • Provide opportunity for 15 or more CTE faculty to network, collaborate and to assess programming and where improvements can be made. 	<p>Secondary Perkins \$12,631.96</p> <p>P.S. Perkins \$53,116.00</p>
<p>2. Access and opportunities provided for students, parents, teachers, counselors and administration to become more aware of High SWD needs in our region and the alignment with POS.</p>	<p>2a Career Exploration Day available to all 11th graders in Runestone Partnership.</p> <p>2b Sophomore Sneak-a-Peek available to all 10th grade student in Runestone Partnership.</p> <p>2c MCIS presentations/informational meetings held.</p> <p>2d Secondary coordinator will hold quarterly meetings for counselors and principals.</p> <p>2e Secondary coordinator will provide career resource services to partner high school.</p> <p>2f Online access to information on current high skill, high wage or high demand occupations</p>	<ul style="list-style-type: none"> • 625 or more students, parents and secondary faculty exposed to High SWD in our region and POS wheel through Career Exploration Day breakout sessions and interaction with business/industry reps in booth area. • 300 or more students and secondary faculty exposed to High SWD in our region through exposure to ATC's Sneak-a-Peek exploration event. • POS wheel will be posted and used by speakers at both career events. • Delivery of college readiness, POS and current High SWD information through quarterly meetings with the Runestone Counselors and the Runestone Principals. • Minimum of six partner high schools will access career resource services from the secondary coordinator. • Provide online access to Action Analytics software to stakeholders 	

<p>3. Evaluate, revise, and improve CTE programs through collaboration with employer and community partnerships.</p>	<p>3a Representation of parents, business, labor and postsecondary faculty on high school CTE Advisory Committees.</p> <p>3b Support faculty in maintaining CTE organizations, work-based learning activities and career exploration activities.</p>	<ul style="list-style-type: none"> • Minimum of 50%/10 CTE faculty in the partner high schools will have parent representation on their CTE curriculum advisory committees. • 100%/19 CTE faculty in the partner high schools will have business or labor representation on their CTE curriculum advisory committees. • Minimum of 50%/10 CTE faculty in the partner high schools will have post-secondary faculty representation on their CTE curriculum advisory committees. • Survey completed on students involved in CTE organizations, work-based learning activities, career exploration activities for feedback on effectiveness of programs. 	
<p>4. Consortium collaboration with other education providers for student transfer and articulated credits.</p>	<p>4a Secondary and post-secondary coordinators participate on the DM-OCHS Steering Committee.</p> <p>4b Expand the number of TCPP agreements between the college and interested high schools statewide.</p> <p>4c Provide access to transfer information with respect to current and potential POS</p>	<ul style="list-style-type: none"> • Increase Runestone Consortium secondary students participation in DM-OCHS by 20%/3 students FY09. • Minimum of 50 students will present Tech Prep certificates to ATC for transfer of (150) credit FY09. • Minimum of five new TCPP agreements added FY09. • Conduct transfer fair spring 09 to bring university presence on the two-year campus and provide students information on transfer options and opportunities 	
<p>5. Communicate with parents, students, counselors, industry, and all community members regarding CTE programs and careers</p>	<p>5a Maintain subscription for RightNow software to provide 24/7 access to information on CTE programs and careers for parents, students, counselors, industry and all community members</p>	<ul style="list-style-type: none"> • Number of users for service 	
<p>6. Provide transition for adult learners into the workforce</p>	<p>6a Maintain college Testing Center to provide industry certification testing for students, area businesses, individuals, and organizations.</p>	<ul style="list-style-type: none"> • Administer a minimum of 475 industry certification tests. 	

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

Required

1. Strengthen the academic and 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).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
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.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
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
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Permissible

1. Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs that improves graduation rates and provides information on post-secondary and career options, and provides assistance for post-secondary students and adults.
3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
5. Assisting career and technical student organizations.
9. Developing and expanding post-secondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.
10. Developing initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
- 12 Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
13. Developing and supporting small, personalized career-themed learning communities.

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

3. Improve service to special populations

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

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

Plan Narrative: Consortium high schools and college will continue to provide equal access opportunities for special populations. Alexandria Technical College is committed to serving special population students. Following identification of special population students, contact is made to explain available services and encourage participation. Services are available through convenient hours and available personnel. ATC continues to use Perkins funding to assist in the provision of services to Students of Color, Students with Disabilities, Academically Disadvantaged, Economically Disadvantaged, Displaced Homemakers, Single Parents, and Nontraditional students. Participation, retention, and completion rates of nontraditional (gender) programs will be increased through upgrades in program equipment and additional student one-on-one support.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Provide equal access to special populations.	1a Information regarding transition from secondary to post-secondary education will be offered to high school students with disabilities through Start Smart. 1b Secondary coordinator will act as liaison between partnership schools and event planning committees to assure that all students, including special populations, will be invited to participate in career exploring/planning events—such as Career Exploration Day, College for a Day, Sophomore Sneak-a-Peek, Work-based Learning, etc. 1c Secondary coordinator will host customized MCIS workshop for those working with special populations.	<ul style="list-style-type: none"> • Increase to 50% participation of partner schools in Start Smart event (4 of 8 high schools). • Special populations participate in activities held. • Minimum of one workshop held. • Maintain or increase enrollment of special population students in secondary CTE programs. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> FY04 Data: 635/1842 (34.5%) FY05 Data: 571/1412 (40.45%) FY06 Data: 895/2004 (44.66%) FY07 Data: 997/1967 (51%) </div>	Secondary Perkins \$4931.96 P.S. Perkins \$42,610.00

2. Provide access and accommodations for eligible students with disabilities	2a Develop Support Service plans for students with disabilities who request accommodations and/or academic support	<ul style="list-style-type: none"> Completion rate for students with disabilities will be the same as general population student completion rate Retention rate for students with disabilities will be the same as general population retention rate. 	
3. Provide access to tutoring services to students who are academically disadvantaged	3a Provide staffing to support students who are academically disadvantaged through tutoring, study skills, and study groups	<ul style="list-style-type: none"> Completion rate for academically disadvantaged students will be the same as general population student completion rate. Retention rate for students who are academically disadvantaged will be the same as general population student retention rate. 	
4. Provide access for eligible students in non- traditional programs	4a Develop materials that promote non-traditional career choices 4b Provide appropriate support services for students in non-traditional programs	<ul style="list-style-type: none"> Track students and their retention rate in programs of study in non-traditional programs The retention rate will be the same as the general college 	
5. Provide access for eligible students classified as Single parents/displaced homemakers	5a Develop a support plan for SP/DH through case management, monthly newsletters, lunch 'n learn support group, and administer training related stipends	<ul style="list-style-type: none"> Track students and their retention rate in programs of study that are classified as SP/DH. The retention rate will be the same as the general college 	
6. Provide 24/7 academic support for online and classroom students including PSEO	6a Expand Smart Thinking subscription 6b Promote use of Smart Thinking services to new and existing CTE students	<ul style="list-style-type: none"> Increase use of Smart Thinking by 20% 	

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

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
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.
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.
8. Provide services and activities that are of sufficient size, scope and quality to be effective.
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

2. Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs that improves graduation rates and provides information on post-secondary and career options, and provides assistance for post-secondary students and adults.
3. Local education and business partnerships, including for work-related experiences for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
4. Providing programs for special populations.
6. Mentoring and support services.
7. Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
13. Developing and supporting small, personalized career-themed learning communities.
16. Providing assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job.
17. Supporting training and activities (such as mentoring and outreach) in nontraditional fields.

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

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

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

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

See next page for Goal 4.

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:
 - Sequentially* – Student need determined by consortia seeking CSP
 - Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
 - Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortia aligned
 - Integrated* – Student need determined jointly by two or more consortia with every consortia having identical CSP

Which option is most appropriate for a local consortium depends on the following criteria:

- Student Needs
- Cohorts versus individual students
- Development and coordination time
- Availability of staff resources
- Funding Constraints
- Degree of Adaptability

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

Plan Narrative: The first program of study has been identified as Administrative and Information Support and has been implemented in one of the partnership high schools beginning in FY08. Course offerings available to students through concurrent, PSEO, Online College in the High School and Tech Prep agreements were also taken in consideration. College and high school faculty working in this program area were consulted and assisted in the alignment for this POS. Students who choose to follow this POS will have the opportunity to earn a college diploma and enter the workforce upon high school graduation or continue the education ladder and receive an AAS degree in Administrative Office Management. At this point they can enter the workforce or continue on towards a bachelor's degree in Business Management with Southwest State University, Mayville State University or Bellview Online University. The Runestone Consortia will continue to look for collaborative opportunities or brokering of services in order to provide coursework to students in various formats to students, providing smooth transitions within chosen programs of study.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Provide students access to college credits through Distance Minnesota-Online College in the High School and Technical Preparation for College Credit Agreements.	1a Post-secondary and secondary coordinators will identify and market college courses provided through DM-OCHS that align with POS by continuing to serve on the DM-OCHS steering committee 1b Support DM-OCHS participation by providing partial tuition reimbursement to Runestone high schools whose students successfully complete a technical course through DM-OCHS. 1c Expand the number of TCPP agreements between ATC and high schools statewide. 1d Expand the number of Regional TCPP and 2+2 agreements between ATC and neighboring colleges.	<ul style="list-style-type: none"> • Increase Runestone Consortium secondary students participation in DM-OCHS by 20%/3 students FY09. • Minimum of two students from partner high schools will have successfully complete a technical course offered through DM-OCHS FY09. • Maintain or increase participating students and percentage of success in DM-OCHS: <div data-bbox="1241 886 1812 1105" style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Fall 2006 81% of students completed courses with a C or higher Spring 2007 92% of students completed courses with a C or higher Fall 2007 91% of students completed courses with a C or higher Spring 2008—data not available at this time</p> </div> • Minimum of 50 students will present Tech Prep certificates to ATC for transfer of (150) credit FY09. • Increase number of TCPP, Regional TCPP and 2+2 agreements in place FY08 to additional six FY09. 	Secondary Perkins \$5542.84 P.S. Perkins \$114,114.00

2. Review, evaluate and identify the best practices from Perkins III to be carried over to Perkins IV	2a Secondary and post-secondary coordinators will work together to document the best practices from Perkins III to be used by the new consortium in Perkins IV.	<ul style="list-style-type: none"> Completed document of best practices to be continued in the new consortium structure. 	
3. Provide PSEO program for enabling student transitions	3a Continue to implement PSEO program to provide eligible high school students an opportunity to earn both secondary and post-secondary credit for college courses	<ul style="list-style-type: none"> Increase PSEO participation from 115 to 120 students 	
4. Identify and communicate college readiness standards to students and academic advisors to ensure smooth transition	4a Counseling and Testing staff administer and interpret student basic skill assessments and make recommendations for appropriate course placement and Support Services referral 4b College Readiness part of informational meetings held for partner high school counselors and high school principals.	<ul style="list-style-type: none"> Students are assessed for basic skills (reading, writing, and math). 100% of students/academic advisors have access to assessment results and course placement recommendations. Delivery of college readiness, POS and current High SWD information through quarterly meetings with the Runestone Counselors and the Runestone Principals. 	
5. Conduct early intervention program to help assure student success	5a New position added as Director of Student Success is a first point of contact for students when referred by faculty to proactively address issues of attendance, make referrals to support services for tutoring, when applicable, make referrals to counselors when applicable, and handle initial classroom discipline issues when requested by faculty and act as a student advocate when necessary. The main purpose of this position is early intervention addressing student issues before students' actions put their education in jeopardy!	<ul style="list-style-type: none"> Maintain retention in CTE programs at 07 rate of 69% 	

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
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Permissible
2. Providing career guidance and academic counseling which may include information described in Section 118, for students participating in CTE programs, that improves graduation rates and provides information on post-secondary and career options, and provides assistance for post-secondary students and adults.

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

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

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

- Building Collaboration among Partners
 - i. How will (a) geography (b) partnership history and relationships (c) matriculation patterns of students and (d) programs of study meet the collaborative goals that have been set for the consortium?
 - ii. How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
 - iii. How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?
- Operating the Consortium
 - i. How will you assure that all partners will collaborate in, contribute towards, and be accountable for, achieving student success?
 - ii. How will continuum of service provision (CSP) be put in practice to achieve program success within the consortium?
- Sustaining the Consortium
 - i. How will you promote the vision for career and technical education within your region?
 - ii. How will you support and foster relationships among consortium members?
 - iii. What leadership structure will exist for meeting the goals of your new consortium?
 - iv. What practices or processes will you use to build and implement programs of study, identify and measure technical skill attainment, and address accountability?
 - v. What fiscal/administrative rules are needed for the operation of your new consortium?
- What best practice collaboration activities will you continue/carry over from Perkins III?
- How will you assure CTE students of smooth transitions between pathways within career clusters?
- What role will your consortium play in ensuring that students will be able to continue a program of study that was started within your consortium but for which no postsecondary program exists within your current/proposed consortium?
- What common collaborative goals will you and your partners develop for FY09?
- How will you plan for a jointly developed collaborative structure along with shared responsibility for student success?
- How will you assure that all partners will collaborate and be accountable for achieving your stated mutual goals (sharing resources and rewards, etc.)?

See next page for Goal 5.

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

Plan Narrative: The Runestone Consortium will implement Perkins IV with a renewed emphasis on the key issues of CTE Programs of Study and accountability for student success. To achieve this, senior leadership of the consortium will meet in person to a minimum of two times annually to address the changing role of academic collaboration between member institutions. The Perkins funds will be leveraged to pursue additional funding for program development and shared delivery of courses that will build sustainable career pathways for students while supporting the financial operations of participating students. Long term factors for sustainability include:

- Leadership: Direct involvement of senior leadership from participating organizations
- Resources: Leverage of Perkins funds with external resources-local business and outside grants; including collaboration with Workforce Centers
- Participation: Specific financial incentives based on student participation in CTE courses—not on school size
- Collaboration: Continued and expanded use of course placement assessment to prepare students for college courses prior to graduation from high school
- Recruitment: Focus on targeted students identified as potential CTE success, as opposed to broad based student awareness campaigns
- Accountability: Tracking and sharing of individual course and student success data
- Operational Standards: Standardization and faculty training for selected coursework that leads to specific skills targets –linked to college credit curriculum
- Technology: Interactive delivery methods and student support will be linked with data systems for efficiencies and improvement.

The secondary coordinator will facilitate strategic board initiatives and report to the Associate Dean responsible for Perkins funds.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1. Consortia partners will continue to have input and will be kept updated on changes in the structure, vision and responsibilities within the consortium.	1a. Secondary coordinator will act as a liason between the college and partner high schools. 1b. Perkins Team meetings held both at the post-secondary and secondary side. 1c. Perkins coordinators will attend as needed MDE and MACTA conferences.	<ul style="list-style-type: none"> ● Secondary coordinator will report to Superintendents, Principals, Counselors, CTE faculty throughout the year at quarterly, bi-annual or annual meetings to give consortium updates and to receive feedback and input. ● Minimum of three Perkins Team meetings held throughout the year. 	Secondary Perkins \$5231.96 P.S. Perkins \$4815.00
2. Rules for fiscal and administrative operation of the new consortium will be established.	2a. Consortia partners will put together rules for fiscal and administrative operation and review annually.	*Completion of rules for fiscal and administrative operation.	

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:

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.

MnSCU/MDE CARL D. PERKINS RUNESTONE 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	* POS workshops, informational meetings or conferences, writing sessions (travel, materials and supplies, workshop expenses)	2900		
	*Refreshments and materials supplied for quarterly Principals and Counselors consortium informational meetings.	150	150	
	*Purchase annual subscription to MCIS for 7 H.S.	6665		
	*Purchase of MNCareers for all 8 high schools as a career planning resource (725 copies x \$2.50 each)	1062.50		
	*Communication services (postage, phone, printing & office supplies)	150	150	
	*PTLW equipment purchased for Jefferson High School lab	10,000		
	*Purchase equipment, software and supplies for aligning high schools with additional POS to be developed.	20,000		
	*1/5 Secondary Coordinator/Career Resource Specialist salary	3815	3815	
	*Indirect	616.96		
	TOTAL	\$45,359.46	\$4,115.00	49,474.46
Employer, Community and Education Partnerships	*Support of Career Exploration Day (reimbursement of transportation, subs and event expenses)	5000	3000	
	*Support of Sophomore Sneak-a-Peek (reimbursement of transportation, subs and event expenses)	1200	7496	
	*CTE student organization advisor travel and expenses to conference and national competitions with students.	2000		
	*Traveling expenses for Career Resource Specialist duties in the partner high schools.		1200	
	*1/5 Secondary Coordinator/Career Resource Specialist salary	3815	3815	
	*1/2 TCPP Coordinator Salary		8175	
	*Indirect	616.96		
	*Subscription to RightNow software		5000	
	*50% of .75 position salary for testing center		24,430	
	*Action Analytics software		11,000	
TOTAL	\$12,631.96	\$64,116.00	76,747.96	
Service to Special Populations	*Support of Start Smart event (reimbursement of transportation, subs and event expenses)	500	700	
	*1/5 Secondary Coordinator/Career Resource Specialist salary	3815	3815	
	*Indirect	616.96		
	*SmartThinking support subscription		5000	
	*.25 Start Smart coordinator salary		24,095	
	*Support Service Center supplies and equipment		9000	
TOTAL	\$4931.96	\$42,610.00	\$47,541.96	
Continuum of Service Provision (Brokering)	*Communication services (postage, phone, printing & office supplies)	110.88	200	
	*Partial tuition reimbursement to partner high schools for successful completion of technical coursework on DM-OCHS	1000		
	*Travel expenses for DM-OCHS Steering Committee meetings		200	
	*1/5 Secondary Coordinator/Career Resource Specialist salary	3815	3815	
	*1/2 TCPP Coordinator Salary		8175	

	*Indirect *100% Student Success coordinator position salary *2/3 of PSEO coordinator position salary TOTAL	616.96 \$5542.84	56,500 45,224 \$114,114.00	\$119,647.84
Sustaining the New Consortium	*1/5 Secondary Coordinator/Career Resource Specialist salary * MACTA & ACTE memberships and conference expenses (registration, travel and lodging) *Indirect TOTAL	3815 800 616.96 \$5231.96	3815 1000 \$4815.00	10,046.96
Total All Goals		\$73,698.18	\$229,770.00	\$303,468.18

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 RUNESTONE 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	\$15,359.46	\$30,000.00	\$45,359.46
2	Employer, Community and Education Partnerships	\$10,631.96	\$2,000.00	\$12,631.96
3	Service to Special Populations	\$4,931.96		\$4,931.96
4	Continuum of Service Provision (Brokering)	\$5,542.84		\$5,542.84
5	Sustaining the New Consortium	\$5,231.96		\$5,231.96
Subtotals for each column		\$41,689.18	\$32,000.00	\$73,698.18
Administration not to exceed 5%		\$3,084.82		
Total Perkins Secondary Budget		\$41,689.18	\$32,000.00	\$73,698.18

Additional Informational Items:

1. Coordination Time for Perkins Grant--Secondary	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	35%	\$19,075
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		-0-
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		-0-
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$-0-

MnSCU/MDE CARL D. PERKINS RUNESTONE 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	4,115		4,115
2	Employer, Community and Education Partnerships	39,686	24,430	64,116
3	Service to Special Populations	42,610		42,610
4	Continuum of Service Provision (Brokering)	57,614	56,500	114,114
5	Sustaining the New Consortium	4,815		4,815
Subtotals for each column		124,745	105,025	229,770
Administration not to exceed 5%				
Total Perkins Postsecondary Budget		\$124,745	\$105,025	\$229,770

Additional Informational Items:

1. Coordination Time for Perkins Grant	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	%	\$0
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		0
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		0
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$0

SECONDARY ONLY, DUE WITH YOUR APR: OCTOBER 2009

Secondary Perkins Equipment Record

NOTE: Secondary Perkins Directors shall be required to maintain a list of all equipment purchases, the purchase price, and where the equipment is located (school district and building). This will match the audited budget by UFARS coding (OBJ. 530 and 555) for the fiscal year. This will be due with the Annual Performance Report (APR) in October.

Use additional sheets if necessary

Date	What was purchased	Where located (school and district)	Cost/Dollar allocation
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STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient shall make this application and Personnel Activity Reports (PAR) available for review and comment by all appropriate parties as outlined in the Carl D. Perkins Career and Technical Education Act of 2006.
2. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
3. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
4. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
5. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules and regulations; and in accordance with the Minnesota Department of Education and the Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name _____

Postsecondary Signature - College President

Date

Secondary Signature - School Superintendent

Date