



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

### 1(i). Building Programs of Study: Status Form

You must consider the following in filling out the information below: As you complete objectives, strategies and outcome measures for Programs of Study, consider where the consortium is in the various phases of implementation. It may be helpful to first complete the *Programs of Study Status Summary* that follows prior to completing the grid below. Please use *The Process for Designing Programs of Study*, available at [www.programsofstudy.project.mnscu.edu](http://www.programsofstudy.project.mnscu.edu) as you complete this goal.

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

Health Science Technology: Health Science, Therapeutic Services	Communications & Information Systems: Information Technology, Network Systems	Communications & Information Systems: Information Technology, Interactive Media
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2. List programs of study which are ready for inclusion in registration materials for courses and programs? If none, move to Question 3.

Health Science Technology: Health Science, Therapeutic Services	Communications & Information Systems: Information Technology, Network Systems	Communications & Information Systems: Information Technology, Interactive Media
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3. What programs of study will you design during FY09? At least one program of study is required.

Health Science Technology: Health Sciences, Diagnostic Services	Business, Management & Administration: Business Management & Administration, Business Financial Management and Accounting.	Engineering, Manufacturing & Technology: STEM, Science & Math (Chemical Technician)
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4. Does the sequence of courses begin in Grade 9   X  , Grade 11   , or other   ?

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

We selected the Health Science Technology (Therapeutic Services) and Communications & Information Systems (Network Systems, Interactive Media) because they build on our current career pathways program, which gives students the opportunity to get a head start in completing technology & health science programs leading either to a certificate in the Nursing Assistant program or to an AAS in Network Engineering or Visualization Technology.

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

In January 2008 Saint Paul Public Schools and Saint Paul College faculty and high school technology and health science teachers met to share course syllabi and materials. They decided which courses they could articulate.

Support services staff from both the district and college were involved along with the financial, facilities, and operations staff. These non-teaching staff assisted with the planning of the Career Pathways Academy program.

A Memorandum of Understanding was developed collaboratively and signed by the college president and the district superintendent.

Space at the college is designated for the program and was part of the capital improvement plan for the construction of the new facilities at the college.

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.

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

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### **1(ii) Building 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?

What are your plans for implementing programs of study (POS) under the local consortium plan?

The Saint Paul Public Schools will continue collaborative efforts with Saint Paul College in the design and implementation of programs, beginning with business and computer technology, and offering advanced certification CTE courses with concurrent enrollment credits using the POS organizational framework. We will continue best practice models between pathways and career clusters using expanded opportunities through professional development with secondary and post-secondary institutions. Best practice will be drawn from Goals 3, 5, 6, 7, 12, 21 (Perkins III) Goal 1 (Tech Prep III) and Goal 3 (Tech Prep III). Carl Perkins Core Indicator data will be used to identify strengths and challenges. Both Perkins and Tech Prep local secondary plans for the Saint Paul Public Schools are aligned with the district’s Strategic Plan for Continued Excellence. A sequence of courses has been developed beginning from Grade 11 through the university level. Transfer specialists and counselors have met with secondary and postsecondary instructors to expand articulation agreements and pathways.

The 5 Goals of the SPPS strategic plan will be addressed in Perkins and Tech Prep:

1. Ensure high academic achievement for ALL students
2. Raise expectations for accountability
3. Accelerate the path to excellence
4. Align resource allocation to district priorities
5. Strengthen relationships with community and families

(\*Letters/numbers before objectives and strategies indicate the strategic action steps from the district’s Strategic Plan for Continued Excellence. <http://www.spps.org>)

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><u>Projected Budget by Objective</u></b>
1. Identify and implement effective transition programs for students and their families from high school to postsecondary.	1a. Implement Career Pathways Academy aligned curriculum at the second and post –secondary levels. All Aspects of Industry will be a component in the curriculum for the programs of study.  1b. Renew Memorandum of Agreement	1a. 50 students will complete one or more courses within the Programs of Study as defined in Item 1 of the Programs of Study status form.  1b. Memorandum is renewed	\$147,001.40 (SPC)  \$222,337 (SPPS)
2. Create college and career centers at each high school.	2a. Collaborate with Saint Paul College to (D8) administer the Accuplacer, a college entrance test preparation program that identifies college entrance requirements.	2a. 300 high school students are administered the Accuplacer and given presentation on results of assessment, Power of You scholarships, and admission information.	
3. Collaborate with higher education institutions, technical institutions, labor unions, and businesses to articulate pathways to successful post-secondary education and careers.	3a. Create Career Pathways documents for secondary and post-secondary students. Publish online on Six Year Plan website and Saint Paul College Website. Develop support materials and communicate with families to support learning at home, as well as creating an understanding of college preparation.  3b. Provide targeted professional development for counselors to better prepare all students for post-secondary opportunities; i.e. CTE overview; Career Pathways training.	3a. 100% of schools have Career Pathways. Websites are updated and current.  3b. 100% of counselors are trained on the Career Pathways within the Programs of Study. 50 counselors tour Saint Paul College.	

	3c. Collaborate with Saint Paul College to implement the three Programs of Study and design three new Programs of Study within the areas of Health Science Technology (Diagnostic Services), Business Management & Administration (Business Financial Management & Accounting), and Engineering, Manufacturing & Technology (STEM).	3c. The three Programs of Study in Health Science Technology (Therapeutic Services) and Communications & Information Systems (Network Services, Interactive Media) will enroll 25 students each, and three new Programs of Study in the areas of Health Science Technology (Diagnostic Services), Business Management & Administration (Business Financial Management & Accounting), and Engineering, Manufacturing & Technology (STEM) will be developed.	
4. Develop greater access to high wage, high demand jobs	4a. Create greater access to learning opportunities through the development of online programming which leads to high wage, high demand jobs. 4b. Assist learners in mastering online and web-based learning programs by revising online orientation program.	4a. Increase online programming by 2%  4b. Guidelines for online courses, students and instructors are instituted and posted to the website.	
List, by name, the required and permissible activities addressed above. <b>Required:</b> 1,2,3,4,5,6,7,9,10,11,12 <b>Permissible:</b> 2, 3, 7, 12			

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

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

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

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

#### What are your plans to develop, expand, and improve partnerships with employers, community members, and other educational institutions?

The Saint Paul Public Schools and Saint Paul College will continue to work from the successes of Goals 2, 8 (Perkins III) and Goal 4 (Tech Prep III). Attention will be paid to strengthening advisory boards, implementing best practices, collaborating with non-profit organizations, providing work-based learning opportunities, and data collection from advisory board members and work experience coordinators. There will be more emphasis on All Aspects of the Industry and connecting students to industry and post-secondary opportunities. Both Perkins and Tech Prep local secondary plans for Saint Paul Public Schools are aligned with the district's Strategic Plan for Continued Excellence. Saint Paul College has a long history of working with industry and advisory boards with its mission of "Education for Employment . . . Education for Life!" Already, contributions from industry and private foundations are being used to create new learning opportunities.

The 5 Goals of the SPPS strategic plan will be addressed in Perkins and Tech Prep:

6. Ensure high academic achievement for ALL students
7. Raise expectations for accountability
8. Accelerate the path to excellence
9. Align resource allocation to district priorities
10. Strengthen relationships with community and families

(\*Letters/numbers before objectives and strategies indicate the strategic action steps from the district's Strategic Plan for Continued Excellence. <http://www.spps.org>)

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><u>Projected Budget by Objective</u></b>
1. Engage the community to support struggling learners and their families.	1. Identify and market opportunities for students to learn contextually through internships, mentors, certifications, and after school programs. All Aspects of Industry will be a curricular component in preparing students for internships and other programs after school.	1. 4 CTE programs have identified at least 3 community experiences for students in the program.	\$111,816.20 (SPC)  \$50,921 (SPPS)
2. Work with employers, including Saint Paul trades and labor unions, to enhance partnerships and advisory boards.	2a. Develop and renew business and industry partnerships. Engage in the discussion of the importance of learning All Aspects of Industry with business partners. Expand any existing partnerships and advisory groups. Invite labor organizations and professional business organizations to participate on Advisory Committees. Collaborate with existing college advisory boards and expand all advisory committees to include K-12 participants.	2a. 100% of CTE programs are connected to one or more advisory groups; advisory groups include K-12 representatives.	
3. Articulate course rigor needed for higher education enrollment between high school, higher education, and industry.	3a. Review all current articulation agreements, formalize current and new agreements, develop new procedures and communicate to schools. 3b. Implement 5 CTE Career Fairs at Saint Paul College. Provide funding for supplies and materials to fund career fair activities and demonstrations.	3a. Six articulations are reviewed and renewed in the three implemented Programs of Study within the areas of Health Science Technology (Therapeutic Services) and Communications & Information Systems (Network Services, Interactive Media) as well as in those Programs of Study newly designed in FY09—Health Science Technology (Diagnostic Services), Business Management & Administration (Business Financial Management & Accounting), and Engineering, Manufacturing & Technology (STEM). Career Pathways and recommended course requirements for the three programs of study are communicated to students & stakeholders.  3b. 1000 high school CTE juniors and seniors participate in Career Fairs. Pre- and Post-Career Fair surveys of students show increased interest in enrolled in another CTE section or post-secondary course. Every student receives an applied learning experience at the college while participating in the Career Fair.	

List, by name, the required and permissible activities addressed above.

**Required:** 1, 2, 3, 9

**Permissible:** 3, 12

## 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?

What are your plans to ensure that members of special populations will be able to fully participate in activities/programs supported by Perkins?  
 The Saint Paul Public Schools and Saint Paul College will continue to work from the successes of Goals 9, 10, 11 (Perkins III). Attention will be paid to marketing and increasing enrollment of students in non-traditional courses and programs, collaborating with non-profit organizations like WomenVenture to encourage women to persist in non-traditional programs, providing opportunities for role models and experiences for special populations, with data collection from CTE teachers, faculty and staff. Carl Perkins Core Indicator data will be used to identify strengths and challenges. Both Perkins and Tech Prep local secondary plans for Saint Paul Public Schools are aligned with the district's Strategic Plan for Continued Excellence.

The 5 Goals of the strategic plan will be addressed in Perkins and Tech Prep:

11. Ensure high academic achievement for ALL students
12. Raise expectations for accountability
13. Accelerate the path to excellence
14. Align resource allocation to district priorities
15. Strengthen relationships with community and families

In addition, Saint Paul College significantly renovated its trade and technical areas, which will now be much more accommodating and encouraging to women pursuing non-traditional program areas. As more female and male high school students pursue dual credit for non-traditional coursework, participation rates in non-traditional areas for women should increase.

(\*Letters/numbers before objectives and strategies indicate the strategic action steps from the district's Strategic Plan for Continued Excellence. <http://www.spps.org>)

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
1. Develop and implement accommodations, support services and career and educational planning resources to guide post-secondary choices for special populations (ELL, Special Ed, and nontraditional).	1a. Provide equal opportunities and accommodations for special populations including career and college assessments; tours; and Career Skills. 1b. Integrate curriculum and instruction using a collaborative teaching model to increase special education student participation in general education.	1a. 100 students from special populations participate in Career Skill Day. 100 students from secondary special populations take either Accuplacer and/or ASVAB at Saint Paul College and get a tour. 1b. 1 CTE program uses a collaborative model of special and general education team teaching.	\$145,381 (SPC)  \$62,222 (SPPS)

<p>2. Students and staff will identify nontraditional careers and the preparation necessary for ongoing success to post-secondary education in specific career clusters.</p>	<p>2a. Recruit nontraditional students to integrated CTE programs (business, math, technology and science) using multiple methods of engagement such as role models from business, tours, and incentives such as internships.</p> <p>2b. Support Career Pathways, Under Construction Summer Program, and PLTW programs by providing female role models from industry and post-secondary, i.e. provide tours of industries and colleges.</p> <p>2c. Increase student and staff awareness of nontraditional training and employment using state resources, career resources, and community resources.</p> <p>2d. Offer a summer engineering camp for nontraditional high school students.</p>	<p>2a. Increase nontraditional participation by ½% over 2006 indicators in Perkins core indicator data (4S1). Increase participation rate in one postsecondary program by ½% (4P1).</p> <p>2b. 30 students participate in Under Construction Summer Program with 10% female. Increase female participation in PLTW by 5%.</p> <p>2c. Train 35 staff in opportunities for nontraditional workers; work with at least ten women enrolled in nontraditional careers to increase retention and placement opportunities.</p> <p>2d. 15 nontraditional students participate in a summer engineering camp and enroll in a STEM course in high school or college.</p>	
<p>3. Maintain retention goals for Power of You students and other students at risk.</p>	<p>3a. Work with students through enable learning classes and EARS to set standards for retention</p> <p>3b. Coordinate and provide tutoring assistance for students in need of support help.</p> <p>3c. Coordinate and provide accommodations and outreach to students with disabilities</p>	<p>3a. POY students attain a fall/spring retention rate of 80%</p> <p>3b. Fifty percent of students who participate in tutoring services meet acceptable academic progress.</p> <p>3c. All students with disabilities are provided accommodations.</p>	
<p>List, by name, the required and permissible activities addressed above.  <b>Required:</b> 1,2,3,6,9,10  <b>Permissible:</b> 2,4,6,9,10, 12</p>			

## 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:

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

**See next page for Goal 4.**

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1. Defined as the ability to bring fresh thinking to the consortium, continuum of service provision (CSP) creates value for the student through new support services, curricular processes, and educational products, all of which should lead to an organic and systemic change to the local consortium. Any consortium wishing to engage in CSP has a choice from four different options:

- Sequentially* – Student need determined by consortia seeking CSP
- Concurrent* – Student need determined jointly by two or more consortia seeking CSP but CSP within each consortia separate
- Coordinated* – Student need determined jointly by two or more consortia but CSP within every consortia aligned
- Integrated* – Student need determined jointly by two or more consortia with every consortia having identical CSP

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

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

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

What are your plans to ensure a continuum of services so that students will be able to fully participate in activities/programs supported by Perkins within and among consortia?

The Saint Paul Public Schools and Saint Paul College will continue to identify career pathway models, work with MDE and MnSCU on developing Programs of Study, and continue to pursue models of technical skill attainment. A new Business & Computer Technology program pathway is planned in collaboration with the Saint Paul Public Schools and Saint Paul College as part of the Saint Paul Career Pathways Academy. This program will be piloted in the fall and 4 other programs will be implemented in subsequent terms. Professional development will focus on communicating Perkins IV and the renewal of state program approvals. Best practice will be drawn from Goals 1, 2, 4 (Perkins III) and Goals 1,2 (Tech Prep III). Carl Perkins Core Indicator data will be used to identify strengths and challenges. Both Perkins and Tech Prep local secondary plans for Saint Paul Public Schools are aligned with the SPPS district's Strategic Plan for Continued Excellence and with the Saint Paul College Vision for 2010.

The 5 Goals of the SPPS strategic plan will be addressed in Perkins and Tech Prep:

- 16. Ensure high academic achievement for ALL students
- 17. Raise expectations for accountability
- 18. Accelerate the path to excellence
- 19. Align resource allocation to district priorities
- 20. Strengthen relationships with community and families

In addition, the consortium will provide for the brokering of services in areas outside of the planned pathways, including areas not offered through the consortium like agricultural services and dental occupation positions.

(\*Letters/numbers before objectives and strategies indicate the strategic action steps from the district's Strategic Plan for Continued Excellence. <http://www.spps.org>)

<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b><u>Projected Budget by Objective</u></b>
1. Identify and implement effective transition programs for students and their families for high school to college and postsecondary.	1a. Support the after school program in engineering in collaboration with Science Museum of MN and Saint Paul Public Schools. 1b. High school students will go to Saint Paul College to use equipment and facilities during course; Saint Paul College will provide space as needed.	1a. 10 students from after school program register for PLTW courses.  1b. 4 high school PLTW classes visit Saint Paul College.	\$201,676 (SPC)  \$239,961 (SPPS)
2. Integrate best practices of the district's professional development plan into CTE programs into college offerings. Establish professional learning communities in schools, departments, and programs for secondary and postsecondary students.	2a. Support learning teams of teachers to participate in Enable Math training.  2b. Provide funds for support staff and faculty to participate in staff development programs involving career pathways.	2a. 5 teachers will be trained in Enable Math and will use this technology to improve student learning. 2b. At least 2 persons from Saint Paul consortium will attend local or national conferences and present information to staff and administrators.	

<p>3. Make available and expand advanced coursework and career and technical offerings for secondary and postsecondary students. Increase the number of secondary students in all student groups who successfully complete advanced CTE coursework. Investigate merging schools and programs in order to meet the diverse needs of students and to provide a more efficient educational system.</p>	<p>3a. Evaluate programs for viability and continued funding through the process of state program approvals. Assist with the implementation of a comprehensive assessment program for CTE and continue implementation and development of assessment plans in CTE programs at postsecondary level.</p> <p>3b. Work with SPPS in their CTE strategic plan through 2011; align with district Strategic Plan for Continued Excellence and align elements of the college plan with that of the high school.</p> <p>3c. Publish online and in print CTE syllabi with sample common assessments and anchor lessons.</p> <p>3d. Provide information on Career Pathways to Adult Learners, including articulated programs with other colleges. Work with Century, Inver Hills, MCTC and Metro State to create a Program of Study in Therapeutic Services that shows exit and entry points for adult learners from LPN to BSN.</p>	<p>3a. 100% of CTE programs complete program approval process. Eliminate ineffective and inefficient programs. Implement a plan to address technical skill attainment.</p> <p>Secondary core indicators for course completion increase by ½%.</p> <p>3b. CTE strategic plan is developed through 2011 that is aligned with district Strategic Plan for Continued Excellence; appropriate elements of the Saint Paul College Plan are aligned with those contained within the Saint Paul Schools.</p> <p>3c. 100% of CTE course syllabi are online; 10 lessons and 10 assessments are created and online.</p> <p>3d. New brochure or material created showing articulated program for nursing and entry and exit points for adult learners.</p>	
<p>4. Ensure access to rigorous course work for all students at the secondary level in science, technology, engineering, and math. Provide applied math and science opportunities to high school students. Integrate effective and efficient technology into CTE programs.</p>	<p>4a. Purchase materials, equipment, and professional development for CTE in high schools and Career Pathways Academy at Saint Paul College.</p>	<p>4a. Launch a secondary pilot consisting of programs which lead to high skill, high wage or high demand occupations. Provide a definition of such programs and careers.</p> <p>4b. Increase enrollment in IED courses by 5% at each school; register 50 students for new Fall 08 College program.</p> <p>4c. 100% of secondary programs receive some funding to upgrade one or more CTE programs, including professional development.</p>	

<p>5. Assist students in creating Six Year Plans and provide smooth transitions to postsecondary education.</p>	<p>5a. Provide career, personal and guidance counseling to high school and college students; provide career exploration tests as needed.</p> <p>5b. Direct and coordinate student enrollment and support services for dual credit and postsecondary students.</p> <p>5c. Develop institutional data system to identify and provide information on student success and enrollment in career pathways courses.</p>	<p>5a. 7 high schools, Open School and 4 alternative learning programs receive funding to support career and college exploration such as MCIS subscription, materials, and technology.</p> <p>5b. Create baseline for dual credit attainment and higher education enrollment.</p>	
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List, by name, the required and permissible activities addressed above.  
**Required:** 1, 2, 4, 5, 7, 8, 9, 10, 12  
**Permissible:** 2, 7, 12

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

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

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

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

**See next page for Goal 5.**

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

What are your plans for sustaining your new consortium?  
 The Saint Paul Public Schools have engaged in discussions through meetings and electronic communications with Saint Paul College to create a formal partnership for Perkins IV. Participants within the meetings have included top-level college and district administrators, with support from building principals, deans, secondary and postsecondary faculty members and high school counselors. High school counselors, college and high school teachers and administrators continue working closely to market the program to students and parents and to align their curricula. In addition, they have collaborated on several grants to sustain funding. Included in their planning are agendas on continuing best practices, new initiatives for secondary programming at the college, and the showcasing of collaborative events. A Plan detailing the new consortium structure and operations was submitted on December 31, 2007.

Objective(s)	Strategies	Outcomes and Measures (FY08)	Projected Budget by Objective
1. Sustain consortium to meet the goals of each institution’s strategic plan and to share responsibility for student success.	1a. Create Consortium Advisory Board. Regular meetings between institutions regarding outcomes, measures and future goals. 1b. Provide and communicate information to stakeholders. 1c. Jointly develop a 5 year strategic plan.	1a. Quarterly meetings, with minutes posted on website.  1b. Reports on students and programs provided to stakeholders. 1c. 5 year strategic plan is produced.	\$41,549.40 (SPC)  \$5,000 (SPPS)

List, by name, the required and permissible activities addressed above.  
**Required:** 2, 5, 8  
**Permissible:** 1, 3, 19, 20

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>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• 2.45 FTE teachers for the instruction of the new startup program Career Pathways Academy courses in engineering, computer technology, medical careers, and construction trades. Cost of teachers shared with general fund. (\$188,637)</li> <li>• Website consultant to update CTE website. (\$2,000)</li> <li>• Counselor training of career pathway. (i.e. food) (\$200)</li> <li>• Meetings to develop programs of study. (i.e. food, subs) (\$1,500)</li> <li>• .25 CTE Coach (Teacher on Special Assignment) for programs of study (\$30,000) (also in Goal 2)</li> </ul> <p><b>Postsecondary</b></p> <ul style="list-style-type: none"> <li>• 1.3 FTE lab assistants for the Instruction Technology Center (\$67,122): Work with students to administer the Accuplacer college entrance test.</li> <li>• .5 FTE of an Office Administrative Specialist (\$35,490): Creates career pathway documents for secondary and post-secondary students along with memorandum of agreements.</li> <li>• .5 FTE of an Associate Dean of Instructional Technology (ITC) and Professional Development (\$42,478): Works with faculty to develop online learning opportunities and supervises ITC lab assistants.</li> </ul>	<p>\$222,337</p> <p><b>In Kind:</b> \$121,663</p>	<p>\$147,001.40</p> <p><b>In-Kind:</b> \$125,843.30</p>	<p><b>\$369,338.40</b></p>
<b>Employer, Community and Education Partnerships</b>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• .25 CTE Coach (Teacher on Special Assignment) for Tech Prep articulation, CTE curriculum and assessments, program approvals, career fairs. (\$30,000) (Also in Goal 1)</li> </ul>	<p>\$50,921</p> <p><b>In Kind:</b> \$56,842</p>	<p>\$111,816.20</p> <p><b>In-Kind:</b> \$35,222.20</p>	<p><b>\$162,737.20</b></p>

	<ul style="list-style-type: none"> <li>• .25 Educational Assistant to assist with career fairs, recruitment for career pathways courses, Academy of Finance internships. (\$13,421)</li> <li>• Career Fairs, i.e. buses, supplies, promotion (\$5,000)</li> <li>• Marketing for career pathways and procedures guides for advisory boards and career fairs (\$2,500)</li> </ul> <p><b>Postsecondary</b></p> <ul style="list-style-type: none"> <li>• 1.0 FTE Transition Specialist (\$76,594): Formalizes current and new articulation agreements with institutions of higher education.</li> <li>• 0.5 FTE Recruitment Specialist (\$35,222.20): Implements CTC career fairs at the College and markets programs to career pathways students.</li> </ul>			
<p><b>Service to Special Populations</b></p>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• .4 FTE teacher coordinator for Underconstruction internship coordination. (other .4 FTE as teacher in career pathways program in Goal 1) (\$31,930)</li> <li>• .25 FTE Special Project Coordinator to coordinate Academy of Finance, Project Lead the Way, camps, and other special projects. (\$20,292) (also in Goal 4)</li> <li>• Summer camps, i.e. stipends, supplies, buses. (\$5,000)</li> <li>• Buses, subs for Career Skills Day (\$2,000)</li> <li>• Field trips (\$3,000)</li> </ul> <p><b>Postsecondary</b></p> <ul style="list-style-type: none"> <li>• 1.0 FTE Coordinator of Disability Services (\$60,163): Coordinates and provides accommodations and outreach services to students with disabilities.</li> <li>• 1.0 FTE Director of Student Support Center (\$52,802): Coordinates and provides tutoring assistance for students in need of support help.</li> <li>• .5 FTE of a Student Retention Specialist (\$32,416): Works with students through Enable Learning classes and EARS to set standards for retention.</li> </ul>	<p>\$62,222</p> <p><b>In-Kind:</b> <b>\$45,249</b></p>	<p>\$145,381</p> <p><b>In-Kind:</b> <b>\$32,416</b></p>	<p><b>\$207,603</b></p>

<p><b>Continuum of Service Provision (Brokering)</b></p>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Support CTE in high schools and at Career Pathways Academy through new equipment and instructional materials. (\$173,169)</li> <li>• Provide funds for professional development, i.e. travel and registration. (\$10,000)</li> <li>• Bus transportation for high school PLTW (\$1,500)</li> <li>• .25 FTE Special Project Coordinator to coordinate Academy of Finance, Project Lead the Way, camps, and other special projects. (\$20,292) (also in Goal 3)</li> <li>• Provide career and college exploration materials to secondary career centers, i.e. MCIS, MN Careers Books. (\$35,000)</li> </ul> <p><b>Postsecondary</b></p> <ul style="list-style-type: none"> <li>• .5 FTE of a Director of Enrollment Services (\$42,919): Directs and coordinates student enrollment and support services for dual credit and postsecondary students.</li> <li>• .75 FTE of a Counselor (\$101,930): Provides career and personal counseling to college students and career exploration tests as needed.</li> <li>• .5 FTE of a Dean of Institutional Effectiveness, Research &amp; Instructional Development (\$56,828): Supports learning teams of teachers to participate in Enable Math training and develops a system to identify and provide information on student success &amp; enrollment in career pathways courses.</li> </ul>	<p><b>\$239,961</b></p> <p><b>In-Kind: \$20,292</b></p>	<p><b>\$201,677</b></p> <p><b>In-Kind: \$133,723.70</b></p>	<p><b>\$441,638</b></p>
<p><b>Sustaining the New Consortium</b></p>	<p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>• Meeting expenses, i.e. food, subs, stipends. (\$5,000)</li> </ul> <p><b>Postsecondary</b></p> <ul style="list-style-type: none"> <li>• .5 FTE of an Office Administrative Specialist (\$39,908): Coordinates and prepares meeting minutes for advisory board, communicates information to stakeholders and assists in the development of the 5-year strategic plan.</li> </ul>	<p><b>\$5,000</b></p> <p><b>In-Kind: \$5,000</b></p>	<p><b>\$41,549.40</b></p> <p><b>In-Kind: \$41,549.40</b></p>	<p><b>\$46,549.40</b></p>
<p><b>Total All Goals</b></p>		<p><b>\$580,441</b></p>	<p><b>\$647,425</b></p>	<p><b>\$1,227,866</b></p>

**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 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	\$222,337	\$0	\$222,337
2	Employer, Community and Education Partnerships	\$50,921	\$0	\$50,921
3	Service to Special Populations	\$62,222	\$0	\$62,222
4	Continuum of Service Provision (Brokering)	\$239,961	\$0	\$239,961
5	Sustaining the New Consortium	\$5,000	\$0	\$5,000
Subtotals for each column		\$580,441	\$0	\$580,441
Administration not to exceed 5%		\$30,550	\$0	\$30,550
<b>Total Perkins Secondary Budget</b>		<b>\$610,991</b>	<b>\$0</b>	<b>\$610,991</b>

**Additional Informational Items:**

<b>1. Coordination Time for Perkins Grant</b>		
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	25%	\$20,292
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>		
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		\$2500
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>		<b>\$2500</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>	\$145,360	\$1641.40	\$147,001.40
2	<b>Employer, Community and Education Partnerships</b>	\$111,816.20	\$0	\$111,816.20
3	<b>Service to Special Populations</b>	\$145,381	\$0	\$145,381
4	<b>Continuum of Service Provision (Brokering)</b>	\$201,677	\$0	\$201,677
5	<b>Sustaining the New Consortium</b>	\$39,908	\$1641.40	\$41,549.40
<b>Subtotals for each column</b>		\$644,142.20	\$3282.80	\$647,425
<b>Administration not to exceed 5%</b>		\$0	\$34,075	\$34,075
<b>Total Perkins Postsecondary Budget</b>		\$644,142.20	\$37,357.80	<u>\$681,500</u>

**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	20%	\$16,027.40
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>		
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		\$25,000
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>		<b>\$25,000</b>



# 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