

CARL D. PERKINS ACT of 2006  
**CONSORTIUM APPLICATION COVER SHEET FY2008-2009**  
**SOUTH CENTRAL PERKINS CONSORTIUM UNIFIED PLAN**

Please complete the following:

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District/Agency Name/College	Secondary Type & Number
Alden-Conger Public School	0242-01
Butterfield-Odin Public School	0836-01
Cleveland Public School	0391-01
Faribault Public School	06560-1
Janesville-Waldorf-Pemberton Public School	2835-01
Lake Crystal-Wellcome Memorial Public School	2071-01
LeCenter Public School	0392-01
LeSueur-Henderson Public School	2397-01
Madelia Public School	0837-01
Mankato Public School	0077-01
Maple River School	2135-01
Medford Public School	0763-01
Montgomery-Lonsdale Public School	0394-01
NRHEG Public School	2168-01
New Ulm Public School	0088-01
Nicollet Public School	0507-01
St. Clair Public School	0075-01
St. James Public School	0840-01
St. Peter Public School	0508-01
Sleepy Eye Public School	0084-01
United South Central Public School	2134-01
Waseca Public School	0829-01
Waterville-Elysian-Morristown Public School	2143-01
MN Valley Education District	6027-61
Riverbend Education District	6049-61
South Central College	

(\*Use extra rows or sheets if necessary)

## **Planning/Process Summary for South Central Perkins Consortium Unified Plan -2009**

**Goal 1: Building Programs of Study** - Programs of Study have been discussed by both secondary and post-secondary partners, including counselors, instructors, advisory committees, college deans and division chairs and secondary and post-secondary administrators – the discussions resulted in the determination of focusing our attention on at least one program of study in each of the six MN Career Field Areas. On the secondary side Tech Prep bi-monthly meeting agendas have been included Programs of Study each session as well as the annual counselor training day spent about 1/3 of the meeting discussing programs of study, a work day was conducted on May 1<sup>st</sup> for any high school wishing to further their template development. Inventories of scope and sequence of courses will continue to be part of the consortium strategies/outcomes for the 2008-09 school year.

**Goal 2: Effectively Utilize employer, community and education partnerships** - South Central Perkins Consortium will continue partnership efforts in planning Pathways in at least three additional CTE program majors. Through the South Central Service Work & Learning Center and the South Central Service Co-op, SC Perkins Consortium will also collaborate with area school districts; Minnesota State University, Mankato; area Chambers of Commerce offices, ABE providers, the South Central WorkForce Council, MN Workforce Center offices, and their members; governmental offices and agencies; and various labor groups; various activities and discussions to expose and promote high demand, high pay, high tech opportunities.

**Goal 3: Improve service to special populations** - South Central Perkins & South Central College will provide transition services and consultations for special population groups of underrepresented in areas of ethnicity; economic disadvantaged; academic disadvantaged; handicapped; and non-traditional participation, with programming that outreaches to secondary into classroom adaptations. To ensure that special populations will fully engage in their academic experience, SC Perkins will provide professional supplemental academic services, as well as establish partnerships with community agencies, to provide seamless non-academic services to its students. In addition, other grant opportunities and base funding will be explored to enhance and expand service delivery; and aggressive, holistic efforts will be used to recruit, enroll, retain and graduate underrepresented students, beginning in the ninth grade. Academic advising for special populations will include an emphasis on their course options, interest & aptitude assessments, Accuplacer results and funding management for post-secondary education.

**Goal 4: Provide a continuum of service provision for enabling student traditions** – A continuum of service provision for students in south central Minnesota will be identified and addressed by a variety of strategies. Introductions to a multitude of Programs of Study options will be initiated through summer camps for middle and secondary students to assist in building their awareness of and interest in Career & Technical career areas as well as emphasizing high skill, high wage and/or high demand jobs. Students will be encouraged to determine skill levels through the administration of the Accuplacer assessment as early as their junior year to allow them time during their secondary career to increase math, reading and comprehension skills. Additional career guidance tools are identified and implemented to assist students to be more “planful” and informed in their chosen Program of Study. Curriculum and technology is updated and modified as needed to stay current with industry demands both at the secondary and post-secondary levels. Assessments of learning are implemented in multiple discipline areas to assist in evaluating skill attainment and job readiness. Articulation, concurrent enrollment and post-secondary education options are available and accessible for students wanting to build foundational and career specific skills in their chosen area/Program of Study.

**Goal 5: Sustain the new consortium structure of secondary and postsecondary institutions** - South Central Perkins Consortium will continue to build upon a solid history of: 1) regional articulation efforts; 2) Career Pathways Implementation; 3) staff development and training efforts; 4) college readiness efforts and partners in identifying high school learners in need of skill enhancement through ACCUPLACER testing and Proctoring Project; and 5) curriculum and options for life and work readiness skills and credentialing; 6) College Prep and 7) Regional Advisory boards for CTE programs. SC Perkins will partner secondary, post-secondary and community-based organizations and workforce development partners in three planning session during the 2008-09 school year. This partnership includes 25 school districts and South Central College as primary partners, along with a multitude of regional community & educational partners. South Central Perkins Consortium has secured the Statement of Assurances from all 25 districts & post-secondary partners.

## South Central Perkins Local Plan for 2008-09 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

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

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

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

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

<u>MN CAREER FIELD</u>	<u>CAREER CLUSTER</u>	<u>PROGRAM of STUDY</u>
Arts, Communications & Information Systems	Arts, Audio/Video Technology & Communications	Visual Arts
Agriculture, Food and Natural Resources	Agriculture, Food and Natural Resources	Plant Systems
Health Science Technology	Health Science	Therapeutic Services
Engineering, Manufacturing & Technology	Architecture & Construction	Design/Pre-Construction

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

All of the above listed Programs of Study are in process – none are totally completed with 4 year college or more information as yet.

3. What programs of study will you design during FY09? At least one program of study is required. (We will begin at least 3 – see list below)

<u>MN CAREER FIELD</u>	<u>CAREER CLUSTER</u>	<u>PROGRAM of STUDY</u>
Engineering, Manufacturing & Technology	Manufacturing	Maintenance, Installation & Repair
Arts, Communications & Information Systems	Arts, Audio/Video Technology & Communications	Printing Technology
	Information Technology	Programming & Software Development

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

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

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

Programs of Study have been discussed by both secondary and post-secondary partners, including counselors, instructors, advisory committees, college deans and division chairs and secondary and post-secondary administrators – the discussions resulted in the determination of focusing our attention on at least one program of study in each of the six MN Career Field Areas. The rationale behind this decision has several components. The following areas in some cases are most unique to program offerings at South Central College, i.e., Agriculture, Graphics/Commercial Art and the inception of the Mechatronics program at SCC. From the perspective of the secondary partners, most high schools in the area have at least one area of CTE offerings in Agriculture, FACS, Business Education, Industrial Technology or Health.

The first 7 Programs of Study to be developed or in process are:

- 1) Agriculture, Food & Natural Resources > Plant Systems
- 2) Arts, Audio/Video Technology & Communications>Visual Arts
- 3) Arts, Audio/Video Technology & Communications: Information Technology>Programming and Software Development
- 4) Business, Management & Administration > Administrative and Information Support
- 5) Engineering, Manufacturing & Technology> Maintenance, Installation & Repair
- 6) Health Science Technology > Therapeutic Services
- 7) Human Services > Early Childhood Development and Services

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

Meetings have been conducted during the 2007-2008 school year that involved post-secondary instructors, advisory boards, academic deans and division chairs to build understanding of Programs of Study and to assist in the design of the initial templates. On the secondary side Tech Prep bi-monthly meeting agendas have been included Programs of Study each session as well as the annual counselor training day spent about 1/3 of the meeting discussing programs of study, a work day was conducted on May 1<sup>st</sup> for any high school wishing to further their template development. Secondary and post-secondary joint planning sessions were held in October and February to continue building the consortium and further develop ideas around programs of study and options for study. Inventories of scope and sequence of courses will continue to be part of the consortium strategies/outcomes for the 2008-09 school year.

### **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.**

In all Programs of Study templates being designed during the 2007-2008 transition year, as a place to start, considerations have included grades 9-12 at the secondary level at consortium districts and 2 and 4 year segues utilizing the program offerings at South Central College and programs at 4 year institutions that currently have articulation agreements in place with South Central College. In the future additional 4 years programs will be added to the Program of Study as well as crosswalks between programs that have similar coursework requirements. Supportive services for students needing assistance is always part of the consideration in building and designing individual programs of study.

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

## South Central Perkins Local Plan for 2008-09 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

<b>1. Designing Programs of Study</b>			
Objective(s)	Strategies	Outcomes and Measures (FY09)	<i>Projected Budget by Objective</i>
1. Students in the SC Perkins Consortium will have options for participating in programs of study/Career Pathways.	1. Build upon success that has been started in three POS/Career Pathways – Health Careers, Agriculture, and Visual Arts – SCPerkins will further develop and begin implementation of a model of career pathways/programs of study in these three areas as a pilot point of implementation in conjunction with high school partners in SC Perkins area.	1. a. Prepare & publish Programs of Study information in SCC College Catalog for 2008-10 catalogs. Research feasibility of making information available online as well, implement digital option for 2009-10. Publish in SCC for Fall 2008 catalog a listing of SCC courses that are available through secondary articulation agreements. 1.b. Scope and sequence will be initiated and inventoried in a minimum of three areas of study with consortium high schools & SCC each year. 1.c. Participate in the statewide online option for publishing & chronicling Programs of Study with St. Cloud Consortium. Collect and host online, secondary and post-secondary course & school data for a minimum of three programs of study. 2. Regional instructors will received training in instructional delivery using blended technologies, develop instructional design, assessment & course management modules. 3.Training & support along with local technical assistance are provided to develop and implement Programs of Study.	\$17,000(P) \$2,441(P) \$5,000(P)
	2. Additional POS area in Graphics, Mechatronics and Information Technology will be initiated during the 2008-09 school year. 3. Programs of Study will be facilitated regionally.	2. Training needs are identified; cohort groups are identified; trainings are planned for & conducted to assist in: 1) Career Pathways implementation, 2) curriculum enhancements, 3) industry certifications, 4) work place visits/externships, 5) technology training to stay current with technology upgrades. 2b. Cohort groups are convened of secondary & post-secondary educators when appropriate by discipline area to assist in above list of training needs & to stay current & informed with/of high skill & high demand industry areas & needs.	\$8,000(s) \$5,000(P)  \$15,000(s)  \$26,176(s) \$20,000(P)
2. Opportunities for Professional Development are provided for area educators & counselors.	2. Provide professional development opportunities to assist in the successful implementation of Career Pathways, curriculum enhancement & supporting activities that include industry certification options, changing & emerging business needs & technology advances. 2b. Cohort groups are identified by discipline groups and potential members are invited to participate throughout the year, 2-3 meetings are planned and convened.		\$21,161(s) \$7,500(s)  \$3,000(P) \$2,478(s)
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p><b>Use of Funds:</b> List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. <b>REQUIRED:</b> __ Integration of academic and technical education __x_Programs of Study __Work-Based Learning All Aspects of Industry __x_Development, improvement, expansion of technology __x_Professional Development __Evaluation of CTE Programs __x_Continuous Program Improvement for CTE __x_Size, Scope &amp; Quality for each CTE Program __x_Programs that provide high skill, high wage or high demand occupations __x_ Articulation, dual enrollment, concurrent enrollment, PSEO &amp; other recognized strategies __x_Collaboration <b>PERMISSABLE:</b> __x_Leasing, purchasing and upgrading or adapting of equipment __x_Support new program development __x_Support Innovative initiatives __x_Support programs for special populations</p>			

## South Central Perkins Local Plan for 2008-09 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

<b>2. Effectively utilize employer, community, and education partnerships</b>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
1. Increase mission & participation of South Central College Advisory Committees & implement Programs of Study/Pathways.	1. Increase participation in SCC program advisory committees in all CTE programs to address business involvement in curriculum development and secondary/post-secondary pathways/programs of study (incorporate recommendations into secondary & post-secondary courses). Provide model of advisory board meeting model to local secondary partners as requested/appropriate.	1. Invite secondary partners to utilize SCC advisory committees. Increase participation by 5% 2. Conduct meetings. Advisory committee members including areas businesses will assist in the development of POS in Graphics, Computer Careers, Mechatronics & Agriculture areas during the 2008-09 year.	\$2,000(P)
2. SCPerkins will collaborate with business, industry, and education in specific Pathway programming.	2. South Central Perkins staff will participate with organizations directly involved regionally in Health; Computer Careers; Engineering; and Agriculture.	2a. SCPerkins will continue its partnership and attendance with Project Lead the Way with area high schools. 2b. SCC will continue its collaboration with Minnesota Center for Engineering and Manufacturing Excellence. 2c. SCPerkins will continue its partnership and planning with HIGH STEP (Health, Science and Technology Partnership) for health careers. 2d. SCPerkins will continue its presence and planning with area high schools in Science, Technology, Engineering and Math. 2e. SCPerkins will continue its involvement with secondary Information Technology by co-hosting Tech Now. 2f. SC Perkins will continue its collaboration with Greater Mankato Growth, Inc. to coordinate career education & workforce summit activities	\$9,000(P)  Staff Development Funds (Goal 1/Obj 2)  \$20,000(s)
3. CTE programs have support and visibility through ongoing participation & expanded involvement in workforce development partnerships in the region.	3. Maintain memberships on partnership boards in the region. WorkForce Center's Youth Council, Chambers of Commerce, local & regional Advisory boards, Work-Readiness Credentialing initiative, WIA incentive programming, ABE College Prep.	3. To maintain participation in partnership boards, Perkins Coordinator or grant administrator will attend monthly, quarterly meetings as scheduled, serve on ad hoc committees as needed. Travel to committee meetings.	\$4,000(P) \$22,000(P) (College Prep)
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.</p> <p><b>Use of Funds:</b> List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name. <b>REQUIRED:</b> __ Integration of academic and technical education __Programs of Study __Work-Based Learning All Aspects of Industry _x_Development, improvement, expansion of technology _x_Professional Development __Evaluation of CTE Programs _x_ Continuous Program Improvement for CTE _x_Size, Scope &amp; Quality for each CTE Program _x_ Programs that provide high skill, high wage or high demand occupations _x_ Articulation, dual enrollment, concurrent enrollment, PSEO &amp; other recognized strategies __x_ Collaboration <b>PERMISSABLE:</b> _x_Leasing, purchasing and upgrading or adapting of equipment __x_Support new program development __x_Support Innovative initiatives _x_Support programs for special populations</p>			

## South Central Perkins Local Plan for 2008-09 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

<b>3. <u>Improve service to special populations</u></b>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
1. Special population students will be prepared to participate in post-secondary CTE educational opportunities.	1a. Provide support services, accommodations & outreach to CTE students with disabilities.  1b. Provide tutoring assistance for CTE students in need of support help	1a. Secondary Support Services Facilitator (.25 FTE).contracted. All CTE students with disabilities are provided accommodations & attain or exceed graduation/matriculation standards. 1b. 65% of students who participate in tutoring services meet acceptable academic progress.	\$15,506 (s)  \$90,000(P)
2. Increase access to post-secondary education for underserved populations through an outreach & financial aid assistance program.	2. Provide academic advising and financial aid outreach services to secondary students and their families in the secondary environment without fear of driving to, visiting, and asking questions of paying for post-secondary education; and completing the FAFSA application.	2. 1. Maintain contact log of students at secondary level that matriculate to post-secondary level, that are first generation; underrepresented; disabled; economic disadvantaged; or academically not college ready.  2. Printed list available to secondary partners based on advisory committee recommendations; faculty recommendations; and successful student recommendations.	\$30,000(P)
3.Members of special populations participate in career and technical courses/programs.	3.Guidance/counseling staff, IEP Case managers, ELL teachers, technical tutors academic & CTE instructors will provide career planning, mentoring activities & classroom activities that help increase the enrollment into & retention of more special population students into career & technical courses/programs. Modifications are made to current & future curriculum when possible to provide additional options for students with special accommodation needs.	3. Resource and training in transitions assessment & management provided in collaborations with MDE, with curricula available in hard copy & via the web.  Special populations enroll in CTE programs in member districts in the consortium. ___special population students participate in CTE programs in FY 2009.	Goal 4/Obj.3c (Secondary)
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. “<b>R</b>” for required and “<b>P</b>” for permissible followed by the number and name. <b>REQUIRED:</b> ___ Integration of academic and technical education ___Programs of Study ___Work-Based Learning All Aspects of Industry ___Development, improvement, expansion of technology ___Professional Development ___Evaluation of CTE Programs ___Continuous Program Improvement for CTE ___Size, Scope &amp; Quality for each CTE Program ___Programs that provide high skill, high wage or high demand occupations ___Articulation, dual enrollment, concurrent enrollment, PSEO &amp; other recognized strategies ___Collaboration <b>PERMISSABLE:</b> ___Leasing, purchasing and upgrading or adapting of equipment ___Support new program development ___Support Innovative initiatives ___Support programs for special populations</p>			

**South Central Perkins Local Plan for 2008-09 for Career and Technical Education  
Goals, Objectives, Strategies, Outcomes, and Budget**

<b>4. Provide a continuum of service provision for enabling student transitions</b>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
1. Provide secondary students with information and methods to promote transition between secondary and SCC.	1. Promote/co-sponsor/sponsor summer camp experiences to expose secondary students and faculty to high demand, high pay, and high tech opportunities using regional labor market data provided by the SC Workforce Center.	1. Co-sponsor a summer ZAP Camp in partnership with Minnesota Center for Engineering and Manufacturing Excellence for 7 <sup>th</sup> and 8 <sup>th</sup> graders ('08).	\$10,000(s)
		1.b. Co-sponsor & Conduct a Technology for Teachers summer workshop for secondary teachers ('09).	\$11,000(P)
		1.c. Conduct a summer workshop for Agriculture Literacy for secondary faculty ('08). 1.d. Co-sponsor & Conduct a Technology Camp for secondary students (Computer lab experience) '08. & annual STEM Summit. 1e. Co-sponsor & conduct SCRUBS Health Careers Exploration Camp for middle school.	\$9,000(P)
2. Secondary students along with non-traditional students will be assisted to academically prepare for CTE programs at SCC.	2a . SCC will partner with secondary districts to deliver ACCUPLACER assessment for HS Jrs & Srs. 2b. Secondary students and potential non-traditional students will assess their academic skills utilizing the ACCUPLACER. 2c. Data will be collected to assess student college readiness. Feedback will be provided to high school counselors, students as well as the college to assist in course planning & college preparation. 2d. Remedial courseware solutions will be researched and recommended during 2009 for next year funding/licensing access.	1. HS Personnel will be trained / updated on Accuplacer proctoring.	\$1,000 (s)
		2. Secondary students may assess at their high school site (currently 21 on SC SWLC) or at SCC, non-traditional students will be assessed at SCC. 3. Data will be collected and shared/distributed via SCC Student Services & the South Central SWL Center. 4. After meeting with HS Counselor, students enroll in a variety of skill building courses as needed/identified to assist in college readiness preparation, remediation, online tutoring, ABE, College Prep.	\$3,000(P)
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.</p> <p><b>Use of Funds:</b> List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name. <b>REQUIRED:</b> __ Integration of academic and technical education __Programs of Study __Work-Based Learning All Aspects of Industry _x_Development, improvement, expansion of technology _x_Professional Development __Evaluation of CTE Programs _x_ Continuous Program Improvement for CTE _x_Size, Scope &amp; Quality for each CTE Program _x_ Programs that provide high skill, high wage or high demand occupations _x_ Articulation, dual enrollment, concurrent enrollment, PSEO &amp; other recognized strategies __x_ Collaboration <b>PERMISSABLE:</b> _x_Leasing, purchasing and upgrading or adapting of equipment __x_Support new program development __x Support Innovative initiatives _x_ Support programs for special populations</p>			

**South Central Perkins Local Plan for 2008-09 for Career and Technical Education  
Goals, Objectives, Strategies, Outcomes, and Budget**

<b>4. <u>Provide a continuum of service provision for enabling student transitions</u></b>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
3. Programs and courses in secondary member districts and at the post-secondary partner institution prepare learners for careers in high-skill, high-wage or high-demand occupations.	3a. Current programs & courses are assessed for scope & quality & compatibility in POS development.	3a. Program Improvement Facilitator works with member district CTE staff to complete inventory & assessment and develops local plans for improvement.	\$9,501(s)
	3b. Needed enhancements/modifications to programs and courses are inventoried and identified. 3c. Local Project Grants are available to consortium members to assist in addressing needed enhancements & updates to curriculum. Skill attainment is identified using 3 <sup>rd</sup> party assessments, simulations & industry certification.	3b. Course & program enhancements needed for FY2009 are determined. 3c. Local Project Grants are completed, submitted based upon identified needs. Modifications are made & submitted according to approved proposals received.	\$93,068(s) \$26,500(P)
4. Provide secondary learners with vehicle(s) to promote transition between secondary & post-secondary institutions. Methods include advanced standing credit opportunities, co-enrollment & dual enrollment.	4a. Representatives from secondary & post-secondary meet, review current Tech Prep College Credit/articulation agreements, negotiate updated guidelines. Develop draft agreements. Secure necessary signatures/assurances. 4b. Maintain/conduct cycle of review & updating of existing TPCC agreements. Develop drafts, make revisions where needed, participate in regional database & electronic distribution & reporting project w/ Southern Minnesota Tech Prep regional consortia. Market TPCC & methodology & assist in maintaining database of distribution & usage.  4c. Two additional co-enrollment options are being developed between two area high schools and South Central College.	4 & b. Review cycle for TPCC is continued during Fall 2008. – Meetings for Ag, CIM, Graphics, Auto, Business Education & Computer Careers are planned & convened. Agreements are reviewed, updated as needed, secondary & post-secondary signatures are collected from participating institutions, regional on-line database is updated.  (Currently 44 regional certificates are available through this objective.)  4c. Initiate the implementation of two co-enrollment course offerings at 2+ participating districts & SCC. Offer courses & transcript courses at both participating institutions.	\$8,500(s) \$6,500(P) \$2,000(P)

5 Provide online career guidance options/opportunities for secondary & entry level post-secondary students in SC Perkins consortium.	5 Research & determine best source of online career guidance offerings for secondary & entry level post-secondary students. Provide access to offerings through courses, counseling offices & through College Prep to interested students in SC Perkins Consortium	5. Provide SC Perkins consortium students with an online career guidance course module option. Increase number of students utilizing the career guidance modules each subsequent year.	\$5000(s) \$2,000(P)
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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.

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

<b>5. Sustain the new consortium structure of secondary and postsecondary institutions</b>			
<b>Objective(s)</b>	<b>Strategies</b>	<b>Outcomes and Measures (FY08)</b>	<b>Projected Budget by Objective</b>
1. Continue to build collaborative programming to create opportunities and options for student success within the South Central Perkins Consortium.	1a. Continue communication & bi-monthly meetings to provide information & updates about Perkins and CTE programming to/with consortium secondary & post-secondary partners. 1b. Plan & implement collaborative goals that include 3 Programs of Study each year, articulation, and expansion of concurrent or PSEO by contract options between secondary & SCC partners.	1. Bi-Monthly meetings are attended & participation among consortium partners is maintained. 2. Programs of Study are developed and utilized by consortium students, counselors and educators. 3. Articulated courses PSEO by contract and concurrent enrollment offerings continue to expand and be utilized to provide learning options & opportunities for consortium students.	\$2,500(P)  \$6,500(s) \$16,000 (P)
2. Integrate current & future Perkins plans with existing college strategic initiatives.	2. Coordinate goals, outcomes, strategies & activities of the Perkins plan with MnSCU & college efforts including strategic plan, master academic plan, work plan, HLC plan, advisory committee recommendations & support services and division plans.	2. An assessment of plan initiatives will identify coordinated efforts & future opportunities that will guide ongoing & future Perkins planning.	\$11,000(P)
3. Continue to build on collaborative model regionally between multiple Perkins consortia for Programs of Study, Tech Prep College credit certification & other Regional initiatives as work & time allows to continue the expansion of course, career & labor force options throughout the region.	3. Coordinate & facilitate the development of Programs of Study between consortia. 3b. Provide leadership & facilitation of regional Tech Prep College Credit certification/articulation for Southern Minnesota. 3c. Participate in Southern regional workforce development grants/initiatives to expand learning & training options for area learners.	3. Continue building on the foundation of POS that have been developed, expand the institutions included as deemed appropriate, expand dissemination of information about POS. 3b. See goal 4 Objective 3 for details 3c. Continue participation in numerous Southern Minnesota workforce development projects. Evaluation of each project determines value & future involvement in follow-up projects.	\$3,783 (s) \$18,500(P) Coordination  \$5,000(P)
<p><b>Use of Funds:</b> List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p><b>Use of Funds:</b> List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. <b>REQUIRED:</b> __ Integration of academic and technical education __ Programs of Study __ Work-Based Learning All Aspects of Industry __ Development, improvement, expansion of technology __ Professional Development __ Evaluation of CTE Programs __ Continuous Program Improvement for CTE __ Size, Scope &amp; Quality for each CTE Program __ Programs that provide high skill, high wage or high demand occupations __ Articulation, dual enrollment, concurrent enrollment, PSEO &amp; other recognized strategies __ Collaboration <b>PERMISSABLE:</b> __ Leasing, purchasing and upgrading or adapting of equipment __ Support new program development __ Support Innovative initiatives __ Support programs for special populations</p>			

**MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION**  
**CONSORTIUM BUDGET NARRATIVE FY2009**

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)	Secondary Budget	Post-Secondary Budget	Total Budget
<b>Programs of Study</b>	<b>SECONDARY</b> Costs: Web site development and hosting services=\$8,000; ITV/Internet/blended instructional delivery and POS program development=\$15,000; Facilitation of POS/career pathways development and implementation=\$8,000; Coordination time=\$18,176 (44-days); Professional development coordination=\$7,500; Professional development expenses, subs=\$21,161; and facilitation/training of cohorts =\$2,478 (6-days) <b>POST-Secondary</b> Costs: Training costs=\$15,000; SubPay = \$2000; Supplies=\$3000; Web License & Maintenance =\$2000; Printed materials = \$2441; Online POS structure/development on SCC website=\$17,000; Data management = \$5000; Coordination time = \$6000	<b>\$80,315.00</b>	<b>\$52,441.00</b>	<b>\$132,756.00</b>
<b>Employer, Community and Education Partnerships</b>	<b>SECONDARY</b> Costs: Coordination of career education and workforce summit activities including consultant/travel/meeting expenses=\$20,000 <b>POST-Secondary</b> Costs: Communication costs=\$2000; Sub-pay = \$1000; Supplies =\$4000; Training costs =\$2000; Travel costs=\$2000; College Prep/wABE program = \$22,000; SC SWL newsletter production costs= \$2000; Coordination/support =\$2000	<b>\$20,000.00</b>	<b>\$37,000.00</b>	<b>\$57,000.00</b>
<b>Service to Special Populations</b>	<b>SECONDARY</b> Costs: Facilitation of support services=\$15,506 <b>POST-Secondary</b> Costs: Tutors (math & science) =\$80,000; Student tutors/notetakers = \$7000, Accomodation supplies =\$3000; Outreach& financial aid support to Spec. Pops =\$30,000	<b>\$15,506.00</b>	<b>\$120,000.00</b>	<b>\$135,506.00</b>
<b>Continuum of Service Provision (Brokering)</b>	<b>SECONDARY</b> Costs: Instructor honoraria/support, development, instructional supplies and travel for summer camps=\$10,000; Instructional supplies for training of Accuplacer proctors=\$1000; Program Improvement coordination time=\$9,501 (23-days); Local project grants to support POS development/implementation and enhancement/updates to curriculum and equipment=\$93,068; facilitation of Tech Prep articulations=\$8,500; Development/licensing of online career guidance=\$5,000 <b>POST-Secondary</b> Costs: Coordination/Support=\$8000; Sub-pay=\$2500; Stipends = \$7000; Camp supplies = \$4000; Assessment/simulations=\$26,500; Accuplacer = \$3500; WOWI annual license = \$1500; Articulation support = \$2500; Travel costs = \$2000; Printing = \$2500	<b>\$127,069.00</b>	<b>\$60,000.00</b>	<b>\$187,069.00</b>
<b>Sustaining the New Consortium</b>	<b>SECONDARY</b> Costs: Sustaining Consortium facilitation: \$8,500; Ongoing improvement coordinator time=\$5,783 (14-days) <b>POST-Secondary</b> Costs: Meeting expenses =\$2500; Communication = \$1500; Consortium Coordination = \$37,000; Support for partnership activities= \$5,500; Supplies = \$3500; Travel = \$2500	<b>\$10,283.00</b>	<b>\$53,000.00</b>	<b>\$63,283.00</b>
<b>Total All Goals</b>		<b>\$253,173.00</b> <b>(\$13,325.00)</b> <b>\$266.498.00</b>	<b>\$322,441.00</b> <b>(+\$10,000)</b> <b>\$332,441.00</b>	<b>\$575,614.00</b> <b>23,325.00</b> <b>\$598.939.00</b>

List any other relevant information not specified above here:

Note: the Total Budget for each broad goal must equal the budget specified on the Goals/Objectives/Strategies/Outcomes/Budget page for each corresponding goal

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, Pages 10-12 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$26,507	\$53,808	\$80,315
2	Employer, Community and Education Partnerships	\$20,000	\$0	\$20,000
3	Service to Special Populations	\$15,506	\$0	\$15,506
4	Continuum of Service Provision (Brokering)	\$39,001	\$88,068	\$127,069
5	Sustaining the New Consortium	\$10,283	\$0	\$10,283
Subtotals for each column		\$111,297	\$141,876	\$253,173
Administration not to exceed 5%				\$13,325
Total Perkins Secondary Budget		\$	\$	\$266,498

**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	13%	\$35,938
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$1,500
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$2,500
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>		<b>\$4,000</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	Programs of Study	\$43,000.00	\$9,441.00	\$52,441.00
2	Employer, Community and Education Partnerships	\$29,000.00	\$8,000.00	\$37,000.00
3	Service to Special Populations	\$40,000.00	\$80,000.00	\$120,000.00
4	Continuum of Service Provision (Brokering)	\$57,000.00	\$3,000.00	\$60,000.00
5	Sustaining the New Consortium	\$50,000.00	\$3,000.00	\$53,000.00
Subtotals for each column		\$219,000.00	\$103,441.00	\$322,441.00
Administration not to exceed 5%		\$10,000.00		\$10,000.00
<b>Total Perkins Postsecondary Budget</b>		<b>\$229,000.00</b>	<b>\$103,441.00</b>	<b>\$332,441.00</b>

**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	<b>60%</b>	<b>\$50,000.00</b>
<b>2. Perkins Grant Collaboration with WorkForce Centers for FY2009</b>		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		<b>\$ 250.00</b>
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		<b>\$ 1,475.00</b>
<b>Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]</b>		<b>\$ 1,725.00</b>