

APPROVED 7-11-08
CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009
 South Metro Perkins Consortium

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District/Agency Name/College	Secondary Type & Number
Lakeville Public Schools	01-194
Burnsville-Eagan-Savage Schools	01-191
Rosemount-Apple Valley-Eagan	01-196
Inver Hills Community College	

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, 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**

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

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

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

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

A grant was previously obtained in order to start the Cisco Academy in the High Schools project. Using a variety of analytical methods it was determined that the project is off to a successful start and shows promise for serving as a model for the development of additional programs of study. This CTE programming offers the potential for moving all students into high skill, high wage, and high demand occupations. It is also consistent with the economic development and workforce development needs of the region. Community partners, area employers, educational partners, CTE faculty and administrators from secondary and post-secondary institutions have endorsed the development of this programming.

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

The Cisco Academy in the High School project is currently operating with the active participation of secondary and post-secondary instructors. Additional collaborative efforts will be required during the upcoming year as this program is developed into a more formally recognized Program of Study. The faculty members already involved in this effort will prove a valuable resource for additional development efforts.

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

Brokering has and will be considered in the design of this program. Resources include the fact that Cisco Academies exist on a national basis, other consortia are likely to develop similar programming, students often transition into four-year programs within this field.

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 POS organizational framework was used as part of the process of determining that the South Metro Consortium will establish Information Technology as the first POS. Multiple research methodologies have confirmed that IT is a POS that will prepare students for high skill, high wage, and high demand occupations. Although the full work will take place during the 2008-09 program year, preliminary consideration has been given to beginning a sequence of courses in at least Grade 11 and continuing at least through completion of a two-year college program. In reviewing the already available continuum of educational programming and support services, the Consortium has noted the comprehensive array of programming and services that has been developed through previous long-term efforts, including several contemporary grant-funded initiatives to serve the needs of special populations and the underserved. Services available through Continuing Education and Workforce Development operations have taken into account the needs of returning adults and incumbent workers. However, the South Metro Consortium has also identified preliminary ideas for continuous quality improvement in the areas noted above. Secondary and post-secondary educators, including direct service personnel, faculty members and administrators at various levels, continue to be extensively involved in ongoing efforts to meet the needs of CTE students; including consultations regarding the process of Consortium formation. Relevant and necessary POS documentation has been completed. These and other additional considerations are addressed in the objectives, strategies, outcomes and measures articulated below. The Consortium has not been able to identify any instances where special population students have been offered a different set of educational opportunities or a different level of access to available educational programs and supportive services; in fact, there are multiple policy statements prohibiting such a practice. Staff, faculty and administrators take it is a given that such a practice would not be permitted, and would be quickly addressed if there were any evidence for such a practice. This analysis has provided assurance that efforts to improve CTE access and opportunity can proceed with the assumption that all students have the opportunity to participate fully in preparation for high skill, high wage, and/or high demand occupations leading to self sufficiency.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
1.Establish Information Technology as the consortium’s first program of study.	Meet with consortium members to align the program of study. Collaborate with business leaders in local school districts to obtain input and support for computer networking technology educational offerings to secondary students. Facilitate a meeting with high school administrators and business leaders to present the project concept. Obtain commitments and establish agreements with interested school districts. Hire a Director of Career Pathways and Curriculum Alignment for start-up and implementation of the work plan that has been established. Collaborate with affected stakeholders: students, parents, secondary administrators, leaders of business and industry, the Center of Excellence, and Minneapolis Community and Technical College.	One program of study template will be completed.	Consortium Total \$186,261
2.Facilitate initiatives for secondary to postsecondary transition.	Provide information to staff about career pathways and use in career centers with students.	85% (5,285) of the parents/staff will have exposure to the Minnesota Career Fields, Clusters and Pathways Chart, and the measures are newsletters, email hits, and meeting attendance.	
3.Align and articulate curriculum involving the transition from high school to two-year institutions, and from two-year to four-year programs, through articulation agreements, concurrent enrollment, PSEO and other means of credit for prior learning.	PLAN tests will be used as a career tool for academic placement, early intervention, and for college readiness identification. Develop and provide articulated credit via articulation agreements and/or concurrent enrollment.	90% (3,462) of 10 th grade students will participate and data will be used to evaluate course placement. 100% of current articulation agreements will be maintained and consortium will plan for concurrent course options with IHCC.	

<p>4.Improve college work readiness for CTE students.</p>	<p>Career Planning programs will be provided in all schools to assist students with learning more about their interests, abilities, and personality type and how those factors influence potential career paths (including WBL, computer simulations, Naviance, MCIS, Career Spotlights, MN Careers, etc).</p>	<p>100% (21) of counselors in high schools will use Naviance to assist students in course selection and career planning.</p> <p>95% (86) of the Work Experience students will increase their technical skills through observation and participation as they research career information with the relevant technology.</p> <p>100% (125) of the students in Marketing/Business course will practice real-life skills in financial management through technology.</p> <p>100% (51) of the students enrolled in the digital video production course will be able to film and edit work in high definition, thus providing college-level work for their portfolios.</p> <p>100% (140) of the DECA students will produce industry standard quality projects for competition.</p>	
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<p>5. Staff will participate in professional development that will align, enhance and improve the quality of instruction, curriculum and assessment of all CTE programs and POS alignment. Professional development will have specific outcomes and measures, beginning with FACS and WE programs.</p>	<p>Enhance the learning environment for handicapped or disadvantaged students by creating a more technologically advanced classroom.</p> <p>Improve the organization of the child development to emulate a real-life daycare setting.</p> <p>Improve the quality of instructional presentations to students to enhance student understanding and engagement in the learning.</p> <p>Enhance the interior design curriculum to mirror more technological advances in the content area and to more closely match the postsecondary curriculum.</p> <p>Increase knowledge in current trends of teaching FACS courses through conferences/workshops.</p> <p>Create a teacher/student book study in parenting class and provide instructional materials in tech ed and careers classes to increase students' career knowledge in working with various types of careers and to increase student literacy through discussion groups.</p> <p>Participate in industry organized professional development to improve classroom skills and content.</p> <p>Participate in technology training provided by TIES.</p> <p>Increase faculty-use of web-based and web-enhanced instructional methodologies in their courses by providing training and technical support for faculty members. Utilize College funds to sponsor faculty attendance⁷at technology-related conferences and training sessions.</p>	<p>95% (104) of the Work Experience students will increase their technical skills through observation and participation as they research career information with the relevant technology.</p> <p>100% (75) of the students enrolled in child development will work with children in a realistic work setting.</p> <p>Teachers will use the document camera at least 36 times per year with foods, child care, and interior design classes.</p> <p>100% (58) of the interior design students will learn components of interior design through new instructional materials.</p> <p>25% (1) of the workshop sessions will be implemented in the FACS curriculum and will be shared at a FACS district meeting.</p> <p>100% Five book titles will be studied throughout the year as part of the parenting curriculum and instructional technology will be integrated into tech ed classes.</p> <p>25% (1) of the workshop sessions will be implemented in the FACS curriculum and will be shared at a FACS district meeting.</p> <p>100% (5) of the business teachers will attend TIES training and implement learning in classroom lessons.</p> <p>All (Campus Wide Training Program (CWTP) training sessions evaluated by participants. Overall ratings of 4.0 on a 5.0 scale.</p>	
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<p>6.Utilize CISCO industry certification standards, licensure of other assessment tools to measure technical skills attainment.</p>	<p>Increase knowledge of industry skills and job by obtaining professional memberships.</p> <p>Support CISCO course offered in the high school by providing additional professional development aligned with the IHCC program.</p>	<p>Professional CTE memberships will be obtained for Perkins coordinators in the Consortium.</p> <p>One additional opportunity for CISCO teacher to meet with IHCC staff teaching CISCO.</p>	
<p>7. Align secondary and postsecondary academic and technical curricula.</p>	<p>Continued maintenance, revision and updating of articulation agreements as part of a centralized function. Continue a process involving broad curriculum alignment so that members of occupational training programs can establish contracts and agreements with their counter-parts at secondary and four-year institutions. Expand the focus of existing agreements to improve college preparedness for students transitioning to Inver Hills Community College.</p>	<p>Establishment of inter-Consortium articulation agreements with three secondary districts for the Cisco Academy in the High Schools Project.</p>	
<p>8. Improve college and work readiness for CTE students in participating school districts and Inver Hills Community College.</p>	<p>Collaborate with Dakota County area high schools in order to establish a plan to reduce the need for remediation as part of current and future articulation agreements. Admissions personnel from IHCC will collaborate with administrators and faculty members of area high schools in order to coordinate informational visits to the college, especially for targeted special population groups.</p>	<p>Completion rate from 25.00% for 2,000+ concentrators in IHCC occupational training programs.</p>	

<p>9. Articulate curriculum involving the transition from high school to two-year institutions, and from two-year to four-year programs, through articulation agreements, concurrent enrollment, PSEO and other means of credit for prior learning.</p>	<p>As an agenda item for the newly formed South Metro Consortium will review and evaluate IHCC offerings and programs offering CTE students credit for prior learning. Facilitate presentations from the following personnel:</p> <ol style="list-style-type: none"> 1. The Director's of CTE programs 2. Assistant Director of Enrollment (responsible for PSEO program) 3. Director of the Competency Based Education Program (CBE) <p>Formulate strategies for benchmarking the effectiveness of these efforts as a first step in generating continuous quality improvement.</p>	<p>Measurable outcomes established for the following initiatives:</p> <ol style="list-style-type: none"> 1. Articulated curriculum offerings 2. P.S.E.O. 3. CBE Awards 	
<p>10. Establish new concurrent enrollment offerings and opportunities.</p>	<p>Establish independent contracts to develop concurrent enrollment offerings and mentor secondary instructors during the start-up of new CTE program offerings within the following career fields:</p> <ul style="list-style-type: none"> - Health Services - Criminal Justice/Law Enforcement - Paralegal - Contemporary Business 	<p>Concurrent enrollment courses established in four separate career fields.</p>	
<p>11. Utilize Cisco and other industry certification standards, licensure or other assessment tools to measure technical skill attainment.</p>	<p>South Metro Consortium will review and evaluate the use of industry certification standards in four areas of CTE programming.</p>	<p>Measurable outcomes established as a means of benchmarking technical skills attainment in:</p> <ol style="list-style-type: none"> 1. Information Technology 2. Health Care 3. Paralegal 4. Criminal Justice/Law Enforcement 	

<p>12. Academic content integrated into occupational training programs.</p>	<p>IHCC Program Review process will continue to measure the integration of academic content and occupational skills development in all occupational programs. South Metro Consortium evaluative processes integrated into this process. Corrective measures implemented as part of continuous quality improvement.</p>	<p>Third-party assessment data made available to South Metro Consortium in order to establish benchmark for technical skills attainment, e.g., Nursing Boards for R.N. program, Bar Association Examination for Paralegal, P.O.S.T. exam for Law Enforcement, Cisco Exam for Information Technology program.</p>	
<p>13. Students are successful in completing the required academic portions of their program.</p>	<p>Based on the results of College Placement Test (CPT) students are placed into developmental or college level courses. Course placements are enforced. Students required to take development courses are tracked through successful completion of first college-level course in English, mathematics and/reading. Various forms of support available through the Learning Center.</p>	<ul style="list-style-type: none"> ▪ Academic Attainment rate from 25.00% for 2,000+ concentrators in occupational training programs. ▪ Noel-Levitz Student Satisfaction Inventory (SSI) indicates that assessment and course placement procedures are reasonable (5.0 rating on a 7.0 scale). 	
<p>14. Continued advising of students to fulfill the computer literacy portion of the Minnesota Transfer Curriculum.</p>	<p>Continued quality improvement to assist students to develop computer literacy skills relevant to their specific occupational training programs. Continued evaluation of this component as part of Program Review Process. College funds used to provide open computer labs, up-to-date software, generous hours of operation and tutorial assistance.</p>	<p>Noel-Levitz Student Satisfaction Inventory (SSI) indicates</p> <ul style="list-style-type: none"> ▪ up-to-date and readily accessible computer lab facilities (5.25 rating on a 7.0 scale). ▪ faculty are knowledgeable in their fields (5.0 rating on a 7.0 scale). ▪ readily accessible tutoring services (5.25 on a 7.0 scale) 	
<p>15. Improve completion rates through improved on-line support.</p>	<p>Implement the use of Smarthinking services as a means of providing students in occupational training programs with the availability of on-line tutoring services</p>	<p>On-line tutoring services available for students enrolled in occupational training programs.</p>	

<p>16. Maintain a high level of student satisfaction with the quality of instruction within vocational/technical programs.</p>	<p>Provide funding to support individual faculty/staff professional development initiatives related to their areas of instruction. Encourage faculty to develop expertise in the integration of technology into their courses through attendance at conferences and workshops. Provide opportunities for faculty to refine their assessment of student learning, to learn and apply the LS/PS model within their courses, and to participate in Metro-Alliance Day. Organize and conduct training sessions as part of Campus Wide Training Program (CWTP); organize and conduct training sessions each semester with emphasis on Desire2Learn software, Minnesota E-Portfolio, EXCEL, PowerPoint, ACCESS, Word, the use of Smarthinking online tutorials. Continued sponsoring of Customer Service Excellence series involving the use of outside speakers/facilitators and to conduct presentations and conduct work-group sessions.</p>	<ul style="list-style-type: none"> ▪ All CWTP training sessions evaluated by participants. Overall ratings of 4.0 on a 5.0 scale. ▪ Noel-Levitz Student Satisfaction Inventory (SSI) indicates quality instruction within occupational training programs (5.8 on a 7.0 scale); and, faculty that are knowledgeable in their technical field (5.0 on a 7.0 scale). ▪ Noel-Levitz Student Satisfaction Inventory (SSI) indicates the effectiveness of Campus Support Services (5.0 on a 7.0 scale). 	
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<p>17. Implement and refine continuous program evaluation and improvement processes.</p>	<p>Maintain five-year cycle of program review for all occupational training and other college programming. Individual programs will complete relevant accreditation requirements. Continued review of data to validate placement of students into appropriate courses through pre-entry assessment. Utilize Noel-Levitz Student Satisfaction Inventory as a means of assessing student satisfaction with occupational training programs including learner and support services. Integrate results into continuous program improvement efforts.</p>	<ul style="list-style-type: none"> ▪ Five college programs and service areas will complete program review in FY '08. ▪ Academic Attainment and Completion rates from 25.00% for 2,000+ concentrators in occupational training programs. ▪ Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years. ▪ Noel-Levitz Student Satisfaction Inventory (SSI) indicates high rating for Campus Support Services (5.0 on a 7.0 scale), and Instructional Effectiveness (5.3 on a 7.0 scale). 	
<p>18. Continuous quality improvement for occupational training programs.</p>	<p>Occupational training will be continuously evaluated as part a five-year cycle of program review. Program Review Reports will include an enhancement plan with timelines and implementation processes affecting departmental goals, improved curriculum, adaptation of best practices, adequate resources, and future development opportunities. Liberal Arts/Professional Skills (LSPS) will be integrated into program evaluation and improvement processes. All occupational training programs will maintain active program advisory boards involving recommendations and evaluations of occupational program in the following areas: curriculum, staff development, marketing and advocacy, student recruitment and placement, program resources and evaluation.</p>	<ul style="list-style-type: none"> ▪ Academic Attainment and Completion rates from 25.00% for 2,000+ concentrators in occupational training programs. ▪ Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years. 	

<p>19. Provide adequate data and information to students and staff members within occupational training programs in order to enhance participation, completion, placement and retention rates. Integrate the use of various assessment tools into the ongoing improvement of available student services and activities.</p>	<p>Institutional Research Committee will compile and disseminate relevant data to staff members within occupational training programs. Data on occupational training programs available to students and potential students via ISEEK Consumer Report. Integrate the results of Noel-Levitz Student Satisfaction Inventory into quality improvement decisions regarding services/activities.</p>	<ul style="list-style-type: none"> ▪ Academic Attainment and Completion rates from 25.00% for 2,000+ concentrators in occupational training programs. ▪ Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years. 	
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p>Required: 1, 2, 5, 7, 11 Permissive: 7, 13</p>			

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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 be used for programs that are credit-based.)
 - ii. How will four-year programs, colleges and universities be engaged in the implementation of programs of study, including the development of transfer and articulation agreements?
- How will you provide transition for adult learners into the workforce?

Plan Narrative: Multiple data sources and research methodologies will be utilized as part of the process of identifying high skill, high wage, and/or high demand occupations at the County, regional, and State level. The Office of Continuing Education and Workforce Development (IHCC) continuously evaluates changing trends and emerging opportunities. The process of maintaining CTE programs requires constant attention to this dynamic in order to justify the demands of accrediting bodies and various other stakeholders. Institutions are accredited; individual CTE programs may have an additional accreditation process; and institutions engage in multiple forms of self-study and self-analysis such as the AQIP Institutional Portfolio. The South Metro Consortium has and will continue to take full advantage of the considerable volume of data and resources involved in these documents and initiatives. These resources thoroughly document the manner in which students within CTE programs are afforded a comprehensive array of opportunities to acquire experience and gain an understanding of *All Aspects of Industry*. Although the specific methods and practices vary depending on the nature of the program and the industry, our preliminary analysis indicates the specific methods chosen by specific programs are appropriate to goals of the specific educational program. However, interviews with the directors or lead chair persons of various CTE programs have also identified opportunities for continuous program improvement, and changing methods in response to changing economic development needs. The accreditation documents and available self-study documents also indicate the ways in which various stakeholder groups are informed and continuously involved in educational decisions. The South Metro fully intends to make use of these resources.

The South Metro Consortium has established plans for consulting with a well developed network of Educational Partnerships in order to review and discuss opportunities for continuous quality improvement. It is anticipated that adding Consortium related business and functions as agenda items and expanding the exchange of representatives for established meetings and collaborative activities will help promote a vision for CTE

within Dakota County. The Department of Continuing Education and Workforce Development (IHCC) will be an active partner and valuable resource involved in the transition of adult learners into the workforce. Firmly established relationships with area business should prove a valuable asset in this effort. The South Metro Consortium also intends to build on the network of agreements that have been established between two-year CTE programs and those available through four-year institutions.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
<p>1. Effective use of employer partnerships to enhance the preparedness, educational success, and employability of CTE students, including the identification of high skill, high wage, or high demand occupations.</p>	<p>Career Center will host a “Career Spotlight” at least 25 times per school year and provide career planning and support for all students.</p> <p>Provide business and marketing students the opportunity to participate in round table discussions with employers in a variety of industry, including high skill, high wage, or high demand, to include information on programs of student in information technology.</p> <p>Provide opportunities for students to job shadow successful employers.</p> <p>Provide schools with access the Minnesota Careers to enable discussion about high wage, high skill, or high demand careers and the educational requirements needed to attain those careers.</p> <p>Conduct senior interviews with business partners.</p> <p>Continue to collaborate with Chambers of Commerce.</p>	<p>10% (210) of school population will attend a presentation. 100% (3,500) of the student population will receive career planning support.</p> <p>100% (150) of the students participating in the Business and Marketing Mini-Conference will obtain information on a variety of positions and the educational requirements (information technology programs of study) needed for success.</p> <p>100% (775) of the students will have one job shadow opportunity and be evaluated using an employer rubric.</p> <p>100% (9) of the Career Centers will be provided access to Minnesota Careers.</p> <p>100% (775) of the seniors will be provided with third-party assessments, including a SCANS skills rubric and data will be used to improve programs.</p> <p>Sustain and improve career activities currently provided by the partnership.</p>	<p>Consortium Total \$115,869</p>

<p>2.Utilize CTE advisory committees to generate continuous program improvement in CTE programs.</p>	<p>Advisory committees will meet at least twice for Business, FACS, Tech Ed and Work Experience programs, including business/industry, postsecondary staff, parents, and students.</p>	<p>100% (12) of the Business, FACS, Tech Ed and Work Experience programs will participate in advisory committees.</p>	
<p>3.Utilize available community resources to expose CTE students to <i>All Aspects of the Industry</i> through work-based learning or other opportunities.</p>	<p>Explore career opportunities associated within a career cluster for foods.</p> <p>Enhance learning and understanding of future opportunities through participation in FCCLA, DECA, BPA, SkillsUSA and Best Prep.</p> <p>Utilize technology/email as it is used in the workplace by corresponding via email with employees at a business on a weekly basis, for one quarter, about pertinent business topics and then meet employees and tour the business upon completion of the school quarter.</p>	<p>80% (950) of students in Foods, Child Development, and Parenting courses will learn about career choices through industry field trips.</p> <p>100% (+/- 350) of students in FCCLA, DECA, BPA, SkillsUSA and Best Prep participate in club-sponsored activities.</p> <p>75% (304) of students will develop e-Mentors to discuss work-related issues.</p>	
<p>4.Develop a plan for utilizing combined secondary/postsecondary advisory committees.</p>	<p>Determine the programs of study in which secondary and postsecondary have overlapping or duplicate advisory committees and develop a plan for aligning or combining the committees, where appropriate.</p>	<p>100% A plan will be developed for aligning or combining CTE secondary and postsecondary advisory committees.</p>	
<p>5.Plan for partnering with other initiatives or providers that support transitions for high school and adult students to credit-based programs and courses.</p>	<p>Encourage participation in IHCC's PACE program.</p> <p>Investigate the Global Engineering/STEM initiative through Project Lead the Way (PLTW) and partner within the consortium.</p>	<p>100% (2) of the schools interested in participating in PACE will be contacted and encouraged to select students for the program.</p> <p>100% (2) of the CAD programs will investigate changing curriculum to the Global Engineering/STEM curriculum. There will be a special emphasis on female participation.</p>	

<p>6. Effective use of employer partnerships to enhance the preparedness, educational success, and employability of CTE students, including the identification of high skill, high wage, or high demand occupations.</p>	<p>Introduce the South Metro Consortium to already existing partnerships and advisory boards by securing a place on the agenda for regularly scheduled meetings. Promote a vision of CTE programming and collaborate on opportunities to promote the use of career pathways. Identify opportunities presented by newly emerging high skill, high wage, and high demand occupations.</p>	<p>South Metro Consortium introduced to business oriented partnerships and advisory boards within four major CTE program offerings.</p>	
<p>7. Effective use of community partnerships to enhance the preparedness, educational success, and employability of CTE students, including the identification of high skill, high wage, or high demand occupations.</p>	<p>In collaboration with local secondary institutions, community and service organizations, continue to develop and expand Learning Community for Non-Native Speakers of English for Academic Purposes program (EAP). Continue to expand coherent series of linked and integrated courses offered for the first time during the 2005/06 academic year.</p> <p>Create service learning partnerships with community non-profits. Disseminate information to students regarding available community service opportunities. Engage Urban Teacher Program students in service learning/civic engagement through K-12 classroom experiences. The Director of Student Life and club advisors will provide additional volunteerism/civic engagement opportunities through occupation specific student life clubs. The Director of Multi-Cultural Affairs will expand Multi-Cultural Club programming.</p>	<p>Completion rate of 25.00% for 600+ special population concentrators enrolled in occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, Economically Disadvantaged and/or First Generation College Students.</p> <p>Maintain an active network of thirty campus-based and other organizations offering opportunities for students to participate in service learning/civic engagement experiences.</p> <p>Noel-Levitz Student Satisfaction Inventory (SSI) indicates high ratings for institutional Student Centeredness (5.25 on a 7.0 scale).</p>	

<p>8. Effective use of education partnerships to enhance the preparedness, educational success, and employability of CTE students, including the identification of high skill, high wage, or high demand occupations.</p>	<p>Collaborate with Dakota County area high schools in order to establish a plan to reduce the need for remediation as part of current and future articulation agreements. Admissions personnel from IHCC will collaborate with administrators and faculty members of area high schools in order to coordinate informational visits to the college, especially for targeted special population groups.</p> <p>Invitations sent to 30 area high schools inviting students, parents, and special education personnel to semi-annual open house events. Follow-up communications offering campus visits to individual groups and the availability of Director of Disability Services to conduct individual presentations as requested. High School Outreach Specialists will meet with and provide information to special population students as an integral part of recruitment efforts. Admissions Representatives will provide career planning assistance at the Dakota County Workforce Centers with an emphasis on providing information and services on non-traditional training and employment opportunities.</p>	<p>Completion rate from 25.00% for 2,000+ concentrators in occupational training programs.</p> <p>Maintain the number students with documented disabilities participating in occupational training programs (80+ participants) and completion rate of at least 25.00%.</p> <p>Noel-Levitz Student Satisfaction Inventory (SSI) indicates a high rate of satisfaction with institutional commitment to underrepresented populations (5.25 on a 7.0 scale).</p>	
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<p>9. Utilize CTE advisory committees to generate continuous program improvement in CTE programs.</p>	<p>Introduce the South Metro Consortium to already existing partnerships and advisory boards by securing a place on the agenda for regularly scheduled meetings. Promote a vision of CTE programming and collaborate on opportunities to promote the use of career pathways. Present the periodic program review model utilized at IHCC. Solicit feedback and suggestions for improving evaluative processes.</p>	<p>South Metro Consortium introduced to business oriented partnerships and advisory boards within four major CTE program offerings. Collaborative results integrated into existing program review processes.</p>	
<p>10. Develop a plan for utilizing combined secondary/postsecondary advisory committees</p>	<p>Individual occupational training programs will solicit broad range of representation from a variety of sectors on program advisory committees. Identify already existing levels of experience and representation from secondary and post-secondary education.</p>	<p>Program advisory boards will include secondary and post-secondary representation for newly established career pathways.</p>	
<p>11. Utilize available community resources to expose CTE students to <i>All Aspects of the Industry</i> through work based learning or other opportunities.</p>	<p>Occupational programs and student occupation-specific clubs provide internships, field experiences, and other activities whereby students gain exposure to a variety of career paths within their chosen field. Create service learning partnerships with community non-profits. Disseminate information to students regarding available community service opportunities. Engage Urban Teacher Program students in service learning/civic engagement through K-12 classroom experiences. The Director of Student Life and club advisors will provide additional volunteerism/civic engagement opportunities through occupation specific student life clubs.</p>	<p>Program Review indicates that all eighteen occupational training programs offer “significant opportunity” for students to gain exposure to all aspects of an industry, including global perspectives and service learning opportunities.</p> <p>Noel-Levitz Student Satisfaction Inventory (SSI) indicates that internships and practical experiences are provided within degree/certificate program (5.0 rating on a 7.0 scale).</p>	

<p>12. Partner with other initiatives or providers that support transitions for high school and adult students to credit-based programs and courses in order to assure that graduates of occupational programs possess the technical competence, the soft skills, and the academic capabilities required for continued career growth within livable wage occupations.</p>	<p>Continued integration of program review and recommendations into occupational training programs. Maintain active advisory committees for all occupational training programs. Integrate the results of feedback from labor, business and industry into the curriculum. College President will continue to develop Collage Advisory Board and obtain recommendations for occupational program areas including, curriculum, staff development, marketing and advocacy, student recruitment and placement, program resources and evaluation.</p>	<p>Workforce Investment Act (WIA) Program Performance Measures will indicate a 90% Employment Retention Rate at six months, and an 85% Employment Retention Rate at two years.</p>	
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name.</p> <p>Required: 1, 2, 3, 5, 6, 7, 8, 9, 11 Permissive: 1, 2, 3, 4, 5, 6, 10, 13, 17, 19</p>			

Perkins Local Plan for 2008-09 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: The South Metro Consortium will utilize the same set of goal, objectives, strategies and outcomes for non-traditional programs and special populations. This has been a long-standing policy and included in the mission-related statements of Consortium member institutions. Policies addressing the need for non-discrimination are foundational and the Consortium sees no need to modify or compromise these in anyway.

The needs of students enrolled in programming that is non-traditional for their gender are addressed throughout all phases of their involvement with Consortium member institutions including recruitment, participation, retention, supportive services, technical skills attainment, program completion, transition to employment. A study of trend data indicate the increasingly frequent return of incumbent workers for retraining, skills upgrading, credentialing, and further degree attainment. Preliminary inquiries with the directors of CTE programs at IHCC indicate strategies for accommodating multiple points of exit/entry into CTE programs, but also, the ongoing need to respond to the changing economic development needs, employment trends, and regional conditions. It is anticipated that the availability of Consortium resources will serve as a catalyst for change and a process of continuous quality improvement.

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

<p>1.Improve the preparedness of special population students.</p>	<p>Enhance the student-developed curriculum for the child development course by incorporating literature selections that depict special needs, minority groups, and speakers of other languages in a successful and positive light. [\$400, (420)]</p> <p>Provide a realistic experience in parenting classes by providing Real Care infant simulators to a growing ethnically diverse population.</p> <p>Provide special population students opportunities to learn about high skill, high demand occupations via the Equity Integration Program.</p>	<p>100% (90+) of the preschool children that take part in the child development course will be exposed to literature selections that may enhance acceptance of differences and encouragement for their futures.</p> <p>100% (number of ethnically diverse students) of the students who are not Caucasian will be able to use an infant simulator that represents their ethnicity.</p> <p>Data from the project will be evaluated for CTE program improvement.</p>	<p>Consortium Total \$112,287</p>
<p>2.Improve the educational success of special populations.</p>	<p>Implement an academic/career exploration program (WE/CEP) for at-risk 10th grade students and to provide an environment in which the student will be able to apply the skill sets required to succeed, both in the classroom and the workforce</p> <p>Assist 11th and 12th grade English Language Learners (ELL) at their respective schools navigate the search, application and funding process involved with pursuing a postsecondary education and visit a postsecondary institution.</p> <p>Provide opportunities to students to obtain college experience and credit through the IHCC's PACE (Preparing to Achieve a College Education) program, AVID and ACCESS.</p>	<p>75% (53) of the students enrolled in this new program will increase their academic performance by 20%. The goal is to increase enrollment in addition to academic progress.</p> <p>90% (+/- 20) ELL students will apply for admission and receive financial aid to postsecondary education.</p> <p>Participation/enrollment/completion will be evaluated for program expansion.</p>	

<p>3.Improve the employability of special population students.</p>	<p>Implement a college preparation curriculum for at-risk, first generation, students of color, and ELL students.</p> <p>Prepare disabled students for workflow efficiencies needed in competitive-based settings and to craft their employment maturity behaviors outside their classroom settings and in the community by working in “crews” for 12 weeks.</p> <p>Prepare Emotional/ Behavioral Disability (EBD) students for workflow efficiencies needed in competitive-based settings and to craft their employment maturity behaviors outside their classroom settings and in the community.</p> <p>Improve the workplace readiness of special needs students in a collaborative effort with Tree Trust.</p>	<p>20% (100) of the ninth grade students will participate in the curriculum resulting in career inventories, career searches, and four-year + course plans.</p> <p>100% (+/- 50) of the students identified as having work ready skills will participate in the program.</p> <p>15% (# varies) of the EBD students enrolled in work experience will increase job success and ability to remain on the job for more than 90 days.</p> <p>85% (9) of the students attending Tree Trust will improve competitive work skills.</p>	
<p>4.Provide support such that special population students can fully participate in CTE programs leading to high skill, high wage, or high demand careers.</p>	<p>Provide opportunities for high school counselors to tour CTE courses and visit with teachers for a Q & A to assist with understanding course content and requirements, to better schedule students, and to understand career options resulting from course training.</p>	<p>90% (19) of the high school counselors will participate in CTE course visits.</p>	
<p>5.Utilize student performance data to identify gaps in the performance of sub-populations and assess potential barriers to comparable rates of success in available CTE programs.</p>	<p>Utilize data from the district’s Achievement Gap committee to develop programs that meet the needs of underperforming sub-populations.</p>	<p>100% of the results of the Achievement Gap committee’s results will be reviewed for possible program development.</p>	

<p>6. Improve the preparedness of special population students.</p>	<p>Provide transitional planning services to students with disabilities and students referred from a variety of services providers. Respond in writing to all students requesting services – clearly delineating available learner support services and accommodations for specific disabilities. Disability Services Coordinator will conduct seminars for special education and rehabilitation services personnel in order to facilitate the transition of students with disabilities from high school to college.</p>	<p>Noel-Levitz Student Satisfaction Inventory (SSI) will indicate a high ratings for institutional commitment to students with disabilities (5.3 on a 7.0 scale)</p>	
<p>7. Improve the educational success of special population students.</p>	<p>Counselor will work with counseling and learning center staff to coordinate services and support for special population students. Plan will focus on increasing student participation in learning center activities, the use of peer tutoring services, and enrollment the College Success Strategies and Study Skills courses. Increase retention of international students by providing assistance with INS documentation and referrals to academic support services. Director of Student life will promote student participation in student organizations and functions designed to meet the needs of specific populations. Continue the use of the Noel-Levitz Retention Management System and College Student Inventory (CSI) as a means of coordinating the provision of learner and other support services for special population students. Provide additional training to peer tutors through the Master Tutoring Training Program.</p>	<p>Academic Attainment and Completion rates from 25.00% for 600+ special population concentrators enrolled in occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, Economically Disadvantaged and/or First Generation College Students.</p> <p>Noel-Levitz Student Satisfaction Inventory (SSI) will indicate a high ratings for institutional commitment to underrepresented populations (5.25 on a 7.0 scale), Campus Support Services (5.0 on a 7.0 scale).</p>	

<p>8. Increase the number of concentrators and the completion rate of students with disabilities within occupational training programs.</p> <p>Increase the completion rate of PELL recipients (economically disadvantaged students) and first generation college students enrolled in occupational training programs.</p> <p>Increase the number of concentrators and the completion rate for displaced homemakers, and single parents including single pregnant women within occupational training programs.</p> <p>Increase the number of concentrators and the completion rate of ELL students within occupational training programs.</p>	<p>Multiple strategies to promote persistence and goal completion including concepts of career pathways, a career development institutional image and focus, and implementation of the “Finish What You Start” campaign. Director of Student Life, Vocational Program Counselor, and College Recruiters will sponsor presentations, events, workshops and support groups designed to address the needs of this population of students. Director of Learning Communities will promote this method of promoting retention within CTE programs.</p> <ul style="list-style-type: none"> ▪ The Coordinator of Disability Services will invite special education and rehabilitation services personnel to participate in open house events, counselor breakfasts and other meetings. ▪ Counselor will work with learning center staff to coordinate services and support for special population students, including those identified as economically disadvantaged, ELL, and/or first generation college students within occupational training programs. Plan will focus on increasing student participation in learning center activities, the use of tutoring services, and enrollment in the College Success and Study Skills courses. ▪ Convert occupational program planning sheets into an interactive resource available on-line. Assure that students are readily able to mark their progress and identify remaining requirements for degree completion. 	<p>Academic Attainment and Completion rate of 25.00% for 600+ special population concentrators enrolled in occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, Economically Disadvantaged and/or First Generation College Students.</p>	
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<p>9.Improve retention of first generation college students.</p>	<p>Utilize the College Student Inventory (CSI) and other assessment strategies, to benchmark the adequacy of programming and resources dedicated to support the success of first generation college students. Explore the feasibility of expanding recently implemented programs: IDEAS+ and COMPASS (Community of Mentors, Peers and Successful Students) learning communities.</p>	<p>Noel-Levitz Student Satisfaction Inventory (SSI) indicates a high rate of satisfaction with institutional commitment to underrepresented populations (5.25 on a 7.0 scale).</p>	
<p>10.Increase the number of participants and the completion rate for students enrolled in occupational training programs that are non-traditional for their gender.</p>	<p>Admissions Representatives will provide career planning assistance at the Dakota County Workforce Centers with an emphasis on providing information and services on non-traditional training and employment opportunities. Information on non-traditional training and employment is integrated into presentations at recruiting visits and special events. Continue to utilize Diversity Mentor providing services to non-traditional students within the nursing program.</p>	<p>Participation rate of 16.50% for 700+ participants, and Completion rate of 10.05% for students enrolled in occupational training programs that are non-traditional for their gender.</p>	

<p>11. Improve the employability of special population students by maintaining a high rate of placement for students completing occupational training programs that are non-traditional for their gender.</p>	<p>Director of Student Employment will organize and facilitate employer panels highlighting individuals employed in careers that are non-traditional for their gender. Director of Student Employment will provide job seeking skills training, job search assistance, and employment retention services to non-traditional graduates of occupational training programs. Marketing Director will sponsor an annual Non-Traditional Career Day event involving the participation of IHCC alumni who have entered non-traditional employment, and employers who have hired graduates of occupational training programs into non-traditional career fields.</p>	<p>Placement rate of 90% for 80+ students completing occupational training programs that are non-traditional for their gender.</p>	
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<p>12. Provide a comprehensive support system for Limited English Proficiency (LEP) students, economically disadvantaged students, first generation college students and for displaced homemakers and single parents including single pregnant women.</p>	<p>Counselor will work with counseling and learning center staff to coordinate services and support for special population students. Plan will focus on increasing student participation in learning center activities, the use of peer tutoring services, and enrollment the College Success Strategies and Study Skills courses. Increase retention of international students by providing assistance with INS documentation and referrals to academic support services. Director of Student life will promote student participation in student organizations and functions designed to meet the needs of specific populations. Continue the use of the Noel-Levitz Retention Management System and College Student Inventory (CSI) as a means of coordinating the provision of learner and other support services for special population students. Provide additional training to peer tutors through the Master Tutoring Training Program.</p>	<p>Academic Attainment and Completion rates of 25.00% for 600+ special population concentrators enrolled in occupational training programs (Limited English, Academically Disadvantaged, Single Parent, Displaced Homemaker, Students with Disabilities, Economically Disadvantaged and/or First Generation College Students.</p> <p>Noel-Levitz Student Satisfaction Inventory (SSI) will indicate a high ratings for institutional commitment to underrepresented populations (5.25 on a 7.0 scale), and Campus Support Services (5.0 on a 7.0 scale).</p>	
<p>13. Provide support such that special population students can fully participate in available CTE programs leading to high-skill, high-wage, or high-demand careers.</p>	<p>As a result of collaborations with community groups, educational partnerships, employer groups and advisory boards, South Metro Consortium will generate a report analyzing the high-skill, high-wage, high-demand potential of four CTE programs.</p>	<p>Report generated with data regarding</p> <ol style="list-style-type: none"> 1. Information Technology 2. Health Care 3. Paralegal 4. Criminal Justice/Law Enforcement 	
<p>14. Utilize student performance data to identify gaps in the performance of sub-populations and assess potential barriers to comparable rates of success in available CTE programs.</p>	<p>South Metro Consortium will review BRIO and other data for purposes of generating the consolidated local Perkins plan, and as part of the Annual Performance Review.</p>	<p>Report on the performance of sub-populations enrolled in CTE programs available for review by Consortium members, and available for use in promoting a vision of CTE for the Dakota County area.</p>	

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

Required: 1, 6, 7, 9, 10, 11

Permissive: 2, 4, 6, 13, 14, 17

Perkins Local Plan for 2008-09 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.

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

The South Metro Consortium has reviewed and noted the comprehensive volume of data regarding the needs of CTE students available through participating institutions. After considering development and coordination time, availability of staff resources, funding constraints and other factors, the Consortium has identified the need to concentrate and a Sequential Continuum of Service Provision (CSP) during the 2008-09 program year in that the Consortium will be concentrating available resources on developing a single POS, and refining it to the point where it can serve as a model for the development of multiple POS's. The opportunity to jointly determine, coordinate, and integrate CSP with other consortia will be scheduled as an agenda item for consideration in the 2009-10 program year.

Given the amount of attention invested in understanding student needs as Part of Perkins III, and as part of numerous other initiatives, the South Metro Consortium has identified the need to concentrate available resources on the transitions from secondary to post-secondary CTE programs according to the following timeline:

1. 2008-09 – transition from South Metro member secondary institutions into IHCC and DCTC programs
2. 2009-10 – transition from secondary institutions to post secondary institutions within the Metro Alliance (Minneapolis/St. Paul metropolitan area)
3. 1010-11 – transitions occurring on a state-wide basis

As a valuable first step, it has been revealing to document the actual flow of students from Dakota County area high schools into the principle CTE programs at IHCC. It is anticipated that this will be an ongoing agenda item revisited on at least a quarterly basis. The South Metro Consortium has noted the considerable volume of data regarding the student progress from secondary, to post-secondary, and in some cases to four-year institutions and/or the workforce. This approach offers the potential for designing Programs of Study based on a realistic consideration of student needs and decisions, the actual career pathways that students are pursuing -- as opposed to a less focused attempt to generate articulation agreements that are not representative of the needs and decisions of CTE students. The Consortium views this as an instance of continuing an effective practice as part of the transition from Perkins III to Perkins IV. Some of the Tech Prep structures for articulating individual courses will be continued, but within the context of a broader programmatic alignment, and with more attention to the flow of students as revealed through quantitative analysis. This will be the approach utilized in order to focus collaborative efforts around a realistic appraisal of student transitions; and to make effective use of such programs as concurrent enrollment, P.S.E.O., and the awarding of credit through articulation agreements.

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

1.Assure access to CTE programming by providing multiple exit and entry points for learners of all ages.	<p>Work with CTE advisory committees to ensure curriculum is accessible to all.</p> <p>Advertise the CTE programs to students at all high schools.</p> <p>PLAN/Explore/ASVAB tests will be used as a career tool, for academic placement, early intervention and indicators for college readiness.</p>	<p>10% (5) of all CTE courses have multiple entry and exit points throughout the year.</p> <p>100% (7) of the high schools will advertise the Career Development Program during registration highlighting the course offerings.</p> <p>98% (4312) of the 10th and 11th grade students will participate and be evaluated using data.</p>	<p>Consortium Total \$81,722</p>
2.Minimize potential barriers to continuing within a program of study.	Identify potential barriers during consortium discussions.	100% (1) One potential barrier will be explored and a plan to eliminate the barrier will be developed.	
3.Strengthen student academic and CTE technical skills.	Provide industry skill assessments/ recognition and industry certification via Tech Challenge, High Mileage & DECA, MOS	100 of students will have the opportunity to participate and be evaluated.	
4.Provide professional development and contextual learning experience in CTE by enhancing staff knowledge.	Provide staff opportunities to increase technical skills/industry knowledge through CTE conference/workshops/experiences. Provide funding for staff to join CTE professional organizations.	70 staff will attend/participate/implement technical skills/knowledge from professional development experiences.	
5.Expand/improve/modernize the use of technology in CTE by improving technology in curriculum, equipment and tools.	Up-grade or purchase industry standard equipment or programs for use in CTE.	All departments will identify and provide technical improvements for CTE.	
6.Students will gain experience in all aspects of the industry.	New program development with an on site Work based learning program implemented in the printing lab (incorporate AAI including work place math).	New programs in WBL will be aligned and developed.	

<p>7. Establish a plan to assist students in completing programs of study, in addition to those most readily available through the South Metro Consortium.</p>	<p>Align and articulate curriculum involving the transition from high school to two-year institutions, and from two-year to four-year programs, through articulation agreements, concurrent enrollment, PSEO and other means of credit for prior learning.</p> <p>Increase knowledge of networking opportunities to increase student enrollment in college.</p>	<p>100% of current articulation agreements will be maintained and consortium will plan for concurrent course options with IHCC. Brokering of services will occur for additional concurrent options.</p> <p>One identified counselor will attend the National Association for College Admission Counseling conference and provide 3 sessions to colleagues.</p>	
<p>8. Student needs will be identified for smooth transitions (POS, Pathways, etc.)</p>	<p>Accuplacer testing will be piloted as an assessment to identify college readiness as well as students' skills and needs.</p>	<p>63% (5) high schools will pilot the use of Accuplacer and evaluate the data for continued assessment procedures.</p>	
<p>9. Assure access to CTE programming by providing multiple exit and entry points for learners of all ages.</p> <p>Minimize potential barriers to continuing within a program of study.</p>	<p>Preliminary data indicates that CTE programs available within Dakota County do include multiple opportunities for students to enroll early, resume an educational offering, and/or resume progress as returning adult or incumbent workers. As an agenda item for the newly formed South Metro Consortium will review and evaluate IHCC offerings and programs offering CTE students credit for prior learning. Facilitate presentations from the following personnel:</p> <ol style="list-style-type: none"> 1. The Director's of CTE programs 2. Assistant Director of Enrollment (responsible for PSEO program) 3. Director of the Competency Based Education Program (CBE) <p>Formulate strategies for benchmarking the effectiveness of these efforts as a first step in generating continuous quality improvement.</p>	<p>Measurable outcomes established as a means of benchmarking technical skills attainment for students transitioning from secondary to post-secondary, for students resuming educational pursuits, and for incumbent workers enrolled in:</p> <ol style="list-style-type: none"> 1. Information Technology 2. Health Care 3. Paralegal 4. Criminal Justice/Law Enforcement 	

10. Establish a process of identifying programs of study not fully available within the South Metro Consortium.	This goal included as an agenda item and revisited on a quarterly basis for meeting of the South Metro Consortium. A key part of this process will include the use of CCTI website.	Identification of Program's of Study available on a state-wide basis, but not within the South Metro Consortium included in the Consortium's Annual Performance Review process.	
11. Establish a plan to assist students in completing programs of study, in addition to those most readily available through the South Metro Consortium.	Utilize already established cycle of County-wide Counselor Breakfast Events to achieve this objective. Feature this consideration as a principal issue for initial consideration and ongoing follow-up through existing collaborative processes.	Progress toward this objective benchmarked and reported as part of Consortium's Annual Performance Review process.	
12. Establish a plan for identifying external learner options to obtain early college credit.	As an agenda item for the newly formed South Metro Consortium will review and evaluate IHCC offerings and programs offering CTE students credit for prior learning. Facilitate presentations from the following personnel: 1. The Director's of CTE programs 2. Assistant Director of Enrollment (responsible for PSEO program) 3. Director of the Competency Based Education Program (CBE) Formulate strategies for benchmarking the effectiveness of these efforts as a first step in generating continuous quality improvement.	Measurable outcomes established for the following initiatives: 1. Articulated curriculum offerings 2. P.S.E.O. 3. CBE Awards	
<p>Use of Funds: List the required and permissible activities addressed above. "R" for required and "P" for permissible followed by the number and name.</p> <p>Required: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 Permissive: 2, 3, 4, 5, 7, 10, 11, 12</p>			

Perkins Local Plan for 2008-09 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.)?

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

Plan Narrative: Burnsville; Lakeville; and Rosemount, Egan, Apple Valley represent the three largest suburban districts in Dakota County. These districts have a history of partnerships including the submission of an integrated Perkins plan in the previous program year. Their students flow to Inver Hills Community College in the greatest numbers, so in many ways, the South Metro Consortium seemed like not only a very intuitive arrangement, but also one justified by a consideration of other relevant factors. Although responsible for meeting secondary and post-secondary goals, the Consortium has already progressed to the reporting on and analysis of data regarding the actual flow of students as they transition and progress with their CTE endeavors. Joint responsibility for the success of these students is assured based on the long-standing commitment of participating member institutions augmented by the availability of a significant amount of data and a means for charting the success of transitioning students. The best indicator for continued cooperation, joint sharing or responsibility and resources is a long-standing history of these dynamics as part of the Southeast Metro Consortium, the Dakota County Tech Prep Consortium, and numerous other collaborative structures and initiatives. Based on this, the Consortium has not identified the need for a second layer of administrative and structural directives. In short, the best means for sharing responsibility and a concern for student success is based on a data gathering, reporting and analytical structure focused on the concept of career pathways.

Existing partnerships with a broad range of stakeholders offers a strong potential for promoting a vision of career and technical education within the region, and for supporting and fostering relationships between Consortium members. The Consortium structure (that includes secondary and post-secondary personnel) offers additional opportunity for exchanging information regarding available collaborative activities, and for identifying gaps that may exist within the region.

The issues of leadership structure; of practices or processes to build and implement programs of study, to identify and measure technical skill attainment, and address accountability have been addressed during initial Consortium planning sessions, and have been integrated throughout this proposal. Fiscal and administrative rules sufficient to support Consortium-sponsored initiatives and activities have been addressed and established. Consortium members are in agreement on these; processes for troubleshooting and resolving potential problems have been addressed.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<i>Projected Budget by Objective</i>
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1.Create a structure of fostering relationships among consortium members.	Organize tours of organizations' CTE programs to promote better understanding of how the consortium can develop programs of study.	Consortium leadership will visit each other's organization to better understand the program of study progression.	Consortium Total \$12,885
2.Identify a leadership structure that promotes shared decision making to enhance student success.	Consortium leadership will attend a CTE conference as a team.	Consortium leadership will attend a CTE conference and refine/enhance current plan and develop objectives for 2009-10.	
3.Promote dialog around accountability measures and activities that are designed to meet consortium goals.	<p>Create an organizational chart depicting how the consortium will operate and communicate.</p> <p>Develop a fiscal agent structure and have finance staff from each secondary organization meet to determine accountability measures.</p> <p>Plan meetings throughout the year for the South Metro Consortium leadership team.</p> <p>Set aside 5% for administration of fiscal agency for secondary partnership.</p>	Fiscal structure will be developed (attached) and regular meetings will be scheduled to ensure total participation by secondary and postsecondary institutions.	
4. Promote a vision of CTE in the region.	Introduce the South Metro Consortium to already existing partnerships and advisory boards by securing a place on the agenda for regularly scheduled meetings. Promote a vision of CTE programming and collaborate on opportunities to promote the use of career pathways. Identify opportunities presented by newly emerging high skill, high wage, and high demand occupations.	Report of the performance of sub-populations enrolled in CTE programs available for review by Consortium members, and available for use in promoting a vision of CTE for the Dakota County area.	

<p>5. Create a structure for fostering relationships among consortium members.</p>	<p>Utilize and leverage long-standing relationships, collaboratives, and partnerships established through Perkins III, and through other initiatives, to promote a vision of CTE throughout the region.</p>	<p>Annual Performance Review documents processes utilized by South Metro Consortium during the course of the program year and includes data benchmarking the progress and success of CTE students, including sub-populations, non-traditional and special population students.</p>	
<p>6. Identify a leadership structure that promotes shared decision making to enhance student success.</p>	<p>Preliminary structure has been identified and established involving. Follow-up strategy will involve expansion to include the Directors of CTE programs and the Deans of Instruction, Professional and Workforce Development.</p>	<p>Leadership structure documented through the use of and Organizational Chart template and graphic.</p>	
<p>7. Promote dialog around accountability measures and activities that are designed to meet consortium goals.</p>	<p>Final Agreed Upon Performance Levels (FAUPL) visited at least quarterly at South Metro Consortium Meetings and as part of Annual Performance Review process.</p>	<p>Annual Performance Review documents processes utilized by South Metro Consortium during the course of the program year.</p>	
<p>8. Continue effective collaborative practices from Perkins III with an emphasis on secondary/post secondary tech prep activities.</p>	<p>Continue with regularly scheduled counselor breakfast events, an opportunity to feature a topic for collaboration and a CTE related issue for problem solving. Consortium structure continues a long-standing practice of Tech Prep meetings and collaborative events involving IHCC Directors and Deans, and Perkins Coordinators from Dakota County School Districts. Articulation agreements continued, but within the context of Programs of Study, and following the establishment of a coherent sequence of courses</p>	<p>Annual Performance Review documents the nature of ongoing collaborative activities and initiatives, including those previously completed through the Dakota County Tech Prep Consortium.</p>	

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

Required: 2, 5, 6, 11

Permissive: 1, 6, 10

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

Budget For Each Broad Goal	Description (include information on salary, staff development, supplies and other relevant expenditures – How was the expenditure calculated?)	Secondary Budget	Post-Secondary Budget	Total Budget
Programs of Study	<p>Leadership and support staff funding for POS/career activities/student organizations: \$6,091 Staff development/curriculum writing: \$21,165 Maintain articulation agreements: \$3,060 Field trips: \$4,000 Professional memberships: \$200 Recognition banquets: \$1200 Advisory/business meeting /Industry specialist presenters: \$ 250 Improve college work readiness through college-level curriculum and technology: \$18,795 Promotional/marketing with community: \$500 Job Fair: \$1,000 IHCC Director of Career Pathways and Curriculum Alignment, 1.0 FTE, salary and benefits = \$60,000 IHCC Director of Virtual Learning Project, .25 FTE, salary and benefits = \$20,000 IHCC independent contracts to develop concurrent enrollment offerings and Mentor secondary instructors during the start-up of new CTE program offerings:</p> <ul style="list-style-type: none"> - Health Services, \$12,500 - Criminal Just./Law Enforcement, \$12,500 - Paralegal, \$12,500 - Contemporary Business, \$12,500 	\$56,261	\$130,000	186,261
Employer, Community and Education Partnerships	<p>WBL program salary: \$3,333 WBL activities: \$7,430 MCIS/Career guidance support/AAI & PS tour transportation/partnership activities/ leadership: \$22,657 Marketing Mini-Conference for students: \$5,524 Advisory committees: \$3,800 Student organizations: \$6,575 Support Staff: 1,600 Curriculum writing for special population: \$1,200 Technology Equipment updates for special population: 2,000 Collaboration with postsecondary advisory committees: \$850 Supplies: \$900 IHCC Director of Retention, .5 FTE = \$30,000 IHCC Career Services & Employment Director, .5 FTE = \$30,000</p>	\$55,869	\$60,000	115,869
Service to Special Populations	<p>Opportunities day/AVID program/accuplacer testing/ Partnership activities leadership: \$2167 WBL program salary: \$3333</p>	\$36,287	\$76,000	112,287

	Support Staff: \$1,600 Curriculum writing for special population: \$1,200 Technology Equipment updates for special population: 2,000 Supplies: \$900 IHCC, Customer Support Services, .3 FTE = \$16,000 IHCC Counselor, CTE and Special Population Students, .4 FTE = \$30,000 IHCC Coordinator of CTE Learning Communities, .5 FTE = \$30,000			
Continuum of Service Provision (Brokering)	Accuplacer testing/PLAN & ASVAB testing/ Articulation/Project Lead the Way/Technical skills development/professional development/professional organization dues/partnership activities leadership=\$14,667 Equipment=\$3600 WBL program salary=\$3333 Skill development supplies: \$26,844 Professional development: \$5,860 Instructional equipment: \$1,500 Needs assessment: \$500 Technology/Software: \$12,000 Industry certification: \$2,647 Student Organizations \$400 Substitute Pay: \$10,371	\$81,722	-0-	81,722
Sustaining the New Consortium	Con-current course development/partnership leadership activities: \$2,971 Leadership activities to include meetings, conferences: \$9,914	\$12,885	-0-	12,885
Total All Goals		\$243,014	\$266,000	\$503,014

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	53,070	3,191	56,261
2	Employer, Community and Education Partnerships	20,014	35,855	55,869
3	Service to Special Populations	13,886	22,401	36,287
4	Continuum of Service Provision (Brokering)	57,725	23,997	81,722
5	Sustaining the New Consortium	11,414	1,471	12,885
Subtotals for each column		156,109	86,915	243,024
Administration not to exceed 5%		11,022	1,265	12,287
Total Perkins Secondary Budget		\$167,131	\$88,180	\$255,311

Additional Informational Items:

1. Coordination Time for Perkins Grant	% of Total Time	Total Budget
Total Time for Coordination of Perkins (this includes coordinator salary, benefits, and coordination of contracted staff) and Corresponding Expenditure	20%	\$33,600
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		3,420
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		17,650
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		21,070

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	\$130,000	-0-	\$130,000
2	Employer, Community and Education Partnerships	\$60,000	-0-	\$60,000
3	Service to Special Populations	\$46,000	\$30,000	\$76,000
4	Continuum of Service Provision (Brokering)	-0-	-0-	-0-
5	Sustaining the New Consortium	-0-	-0-	-0-
Subtotals for each column		\$206,000	\$30,000	\$266,000
Administration not to exceed 5%				\$11,181
Total Perkins Postsecondary Budget				\$277,181

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	35%	\$27,000
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$35,000
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$35,000

STATEMENT OF ASSURANCES & CERTIFICATIONS

Signed by all partners through a previous mailing—already on file.

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**

Minnesota Program of Study Template

South Metro Consortium Information Technology (IT)

Career Field Communication & Information Systems **Career Cluster** Information Technology

Career Pathway Network Systems

The selection of a program of study is a cooperative effort involving students, parents, teachers, and counselors. Learners should explore career fields and pathways that blend their interests and abilities.

DISTRICTS & HIGH SCHOOLS

District No.	District Name	High School Name
192/194/196	Burnsville/Lakeville/Rosemount, Eagan, Apple Valley	Burnsville, Lakeville North, Lakeville South, Apple Valley, Rosemount, Eagan, Eastview

High School Courses

Subject	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	English I	English II	English III	English IV
Math	Algebra I or Geometry	Geometry or Algebra II	Algebra II, Statistics, Or Pre-Calculus	Pre-Calculus, Calculus or Statistics
Science	Physical Science or Biology	Biology or Chemistry	Chemistry or Physics	Physics
Social Studies	Government 9	U.S. History	Global Studies	Economics/Government
Other Core (Required) Courses	Physical Education II	Arts/Health	Physical Education II	
Suggested Career & Technical Electives	Computer Applications I	Computer Applications II	Computer Science I	Computer Science II/ Cisco
Suggested Academic				

Electives (General Education)				
College Credit Options Legend:				

Enhanced Learning (Optional)			
Work-based Learning	Job Shadow		Business Tours
Campus-based	Geek Squad (IHCC)		
College Readiness			
Other	Business Mini-Conference		
College/University Programs			
College Name(s)	Program Name	University Name(s)	Related Program(s) Bachelor
Inver Hills Community College	Network Systems (AS, AAS, Certification)	University of Wisc. Stout, Metro State U, MN State Moorhead	BS Information and Communication Technologies, BS Information Assurance, Industrial Technology
Inver Hills Community College	Programming & Software Development (AAS, Certification)	University of Wisc. Stout, Metro State U, MN State Moorhead	BS Information and Communication Technologies, BS Information Assurance, Industrial Technology
Inver Hills Community College	Information Support & Services (certification)	University of Wisc. Stout, Metro State U, MN State Moorhead	BS Information and Communication Technologies, BS Information Assurance, Industrial Technology
Short-term Training Certification Options			
	High School	Community and Technical College	
Industry Certifications		A+/CCNA/MCSA/CISSP/Security & Certification/CISCO/Network Security/CCNP	
Licenses			
Third-party Assessments			

Minnesota Occupations Related to the Pathway & Training Levels

One Year post-secondary or less	Two years	Four years
Data Entry Clerk/Help Desk Technician/Network Systems Analyst/Technology Sales/Information Assurance Analyst/Computer Repair Specialist/Technical Support Analyst/IP Telephony Support Specialist/ Assist LAN Manager/Computer Forensics Technician	Computer Operator/Computer Programmer/Support Technician/Computer Systems Analyst/Systems Developer/IT Project Manager/Chief Information Officer/Computer Forensics Specialist/ Application Analyst/Computer Security Specialist/CIS Systems Manager/IP Telephony Architect/IS Manager/Network Administrator/Systems Software Engineer/Quality Assurance Manager	Information Technology Specialist/Network Administrator/Software Engineer/Data Base Administrator/Information Systems Manager/Computer Software or Hardware Engineer/Computer Systems Manager/

**Program of Study Signature Page
Information Technology**

Signature

Signature

Print Name

Print Name

College Chief Academic Officer

High School Principal

Signature

Signature

Print Name

Print Name

College Chief Academic Officer

High School Principal

**South Metro Perkins Consortium
Carl W. Perkins IV Grant
Secondary Fiscal Administration**

- **Budget Development, Management and Reporting**
 - * Developed as a group according to narrative, grant requirements and UFARS
 - * Whole budget, with separate course codes for Lakeville and Burnsville to be kept on Rosemount's books and reported in full to State via UFARS reporting
 - * Each School's expenditures to budget comparison reports can be obtained from Rosemount and will be maintained according to UFARS on Rosemount's books.
 - * Budget amendments to be collaboratively agreed to and submitted to MDE by Rosemount
- **Purchase of Equipment and Instructional Supplies using Perkins Funds**
 - * Purchase Orders to be issued via Rosemount with "ship to" each school
 - ☑ Send detailed order information to Rosemount attn: Ruth Rosseau for processing
 - Vendor, item description, cost, teacher, location/classroom, grant goal
 - ☑ Ruth will secure State approval for equipment purchases over \$1,000 (Grant requirement)
 - ☑ Ruth will generate Purchase order and Kathy Funston will approve if aligns with grant budget
 - ☑ Ruth will place order with vendor
 - ☑ *When shipment arrives at your school, check shipment in, note discrepancies on the packing slip and forward packing slip to Ruth to confirm order receipt*
 - ☑ Rosemount will pay the invoice using Perkins funds
 - * Each school is responsible for tagging equipment, inventory and supplies with information as required in grant
 - ☑ "Purchased with Carl Perkins Grant Funds", Purchase Date, cost
 - All serial numbers must be reported to Rosemount to be kept with permanent records.
 - Any movement of equipment (classrooms, schools) must be reported to Rosemount
 - Any disposition of equipment must be coordinated through Rosemount to ensure compliance with grant requirements (Federal rules)
- **Purchase of staff development and other approved costs**
 - * Send detailed information to Rosemount – Ruth Rosseau to facilitate purchase/order placement
 - ☑ For each purchase will need vendor, detailed item/development opportunity, travel arrangement to be purchased, teacher, classroom, grant goal
- **Purchase of Salaries and Benefits – only if included in the grant budget**
 - * Burnsville and Lakeville to pay salaries and send detailed invoice to Rosemount for reimbursement of all salary and benefit costs
 - ☑ Invoice to Rosemount will need to include completed PAR as detailed in grant in order to be reimbursed.
 - ☑ Rosemount will issue check to reimburse Burnsville and Lakeville
 - Information regarding Specific coding of reimbursement expenditure and revenue to follow
- **Purchase of small incidental items – employee reimbursement**
 - * Burnsville and Lakeville to reimburse employee for mileage and other incidental out of pocket expenditures and send detailed invoice to Rosemount for reimbursement
 - ☑ Invoice to include copy of invoices/expense reimbursement form and check stub to indicate payment has been made
 - ☑ Rosemount will issue check to reimburse Burnsville and Lakeville
 - Information regarding coding to follow
- **Administrative Costs – which includes indirect costs**
 - * To cover cost to process purchase orders, manage expenditures, budget reporting to MDE and participating schools
 - * To cover costs of copies, file supplies and any necessary mileage etc for meetings with contacts from each participating school

South Metro Perkins Consortium

Key Activities

- Provide Naviance guidance software to all high schools to enable better participation in CTE programs.
- Maintain articulation agreements and pursue concurrent course options.
- Improve and expand quality CTE programs with more modern technology.
- Provide professional development for staff on all aspects of industry and other topics that support CTE programs.
- Provide students with opportunities to understand all aspects of industry by working with professionals in the community: Career Spotlight, Business and Marketing Mini-Conference, senior interviews, Career Jamboree, and Job Shadowing.
- Conduct trimester CTE advisory meetings and move toward a joint secondary/postsecondary committee.
- Support CTE student organizations.
- Provide unique opportunities for English Language Learners and at-risk students to explore educational opportunities, apply to and be accepted at postsecondary institutions.
- Conduct a counselor tour of CTE programs with a Q & A session with CTE teachers.
- Consortium leaders will attend a regional or national conference and conduct post-session workshops to continue developing and refining the Perkins plan and identified program(s) of study.
- Provide career activities.
- Pilot an Accuplacer program.
- Provide work based learning programs.
- Develop Project Lead the Way programs.
- Complete CTE approvals for all classes.