

**CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2008-2009**

SOUTHEAST PERKINS IV CONSORTIUM

Please complete the following:

<p><u>CARL PERKINS - Secondary</u> Contact Person: _ Wanda R. Jelle Address: _ Red Wing High School, 2451 Eagle Ridge Dr., Red Wing, MN 55066 Phone: _ 651-385-4600 FAX: __ 651-385-4610 E-Mail: wjelle@redwing.k12.mn.us</p> <p><u>CARL PERKINS – Secondary</u> Contact Person: _ Erin Wittkop Address: _ Minnesota State College – Southeast Technical, 1250 Homer Rd., Winona, MN 55987 Phone: 507-453-2276 FAX: _507-453-2650 E-Mail: ewittkop@southeastmn.edu</p>	<p><u>CARL PERKINS - Postsecondary</u> Contact Person: __ Steve Zmyewski Address: _Minnesota State College – Southeast Technical, 1250 Homer Rd., Winona, MN 55987 Phone: __507-453-2410 FAX: _507-453-2715 E-Mail: szmyewski@southeastmn.edu</p>
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<p><u>CARL PERKINS - Secondary</u> Fiscal Agency: _ Goodhue County Ed. District Contact Person: _ Cheryl Johnson Address: _ 601 Buchanan St., Red Wing, MN 55066 Phone: 651-388-4441 FAX: _____ E-Mail: cjohnson@gc-ed.org *District # 6051-61 District Type: Public _____ (*for electronic payment purposes)</p>	<p><u>CARL PERKINS - Postsecondary</u> Fiscal Agency: _ Minnesota State College – Southeast Technical Contact Person: _ Mike Kroening Address: _ 1250 Homer Rd., Winona, MN 55987 Phone: 507-453-2752 FAX: 507-453-2755 E-Mail: m kroening@southeastmn.edu</p>
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District/Agency Name/College	Secondary Type (ALL PUBLIC) & Number
Cannon Falls School District	252
Goodhue School District	253
Kenyon-Wanamingo School District	2172
Red Wing School District	256
Zumbrota-Mazeppa School District	2805
Caledonia	0299
Chosen Valley/Chatfield	0227
Dover-Eyota	0533
Fillmore Central	2198
Houston	0294
Kingsland	2137

LaCrescent/Hokah	0300
Lake City	0813
Lanesboro	0229
Lewiston- Altura	0867
Mabel-Canton	0238
Plainview-Elgin-Millville	2899
Rushford-Peterson	0239
Spring Grove	0297
St. Charles	0858
Wabasha-Kellogg	0811
Winona	0861
Minnesota State College – Southeast Technical	

(*Use extra rows or sheets if necessary)

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

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

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

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

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

N/A		

2. List programs of study which are ready for inclusion in registration materials for courses and programs? If none, move to Question 3.

N/A		

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

Health Science Technology		

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

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

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

The leading members of the Southeast Perkins IV Consortium chose to select Health Science Technology as our Program of Study due to its versatility, accessibility, and present foundations within consortium school districts and institutions. We felt that Health Science Technology was a prime candidate as consortium high schools teach health sciences as part of their core curriculum while Minnesota State College Southeast Technical has a well-developed Health Science Technology department. We felt that this relationship would provide seamless transition from high school to college but also allow for the measurement of technical skill attainment.

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

An advisory committee consisting of two high school Health Science teachers, two Perkins Coordinators, and the Dean of Nursing and Allied Health from Minnesota State College Southeast Technical has been created. This committee will serve to advise the direction of the proposed Program of Study while also building relationships between secondary and post-secondary instructors with intentions of fostering both professional and academic development.

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.

Due to the geographical demands of our consortium brokering has been discussed at length and will be considered a feasible and welcome option to those districts that choose to utilize it. Relationships with neighboring post-secondary institutions have been established on the basis that students in may work with the post-secondary institution that best serves their needs, most specifically addressing the issues of geographic proximity.

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

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

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

Plan Narrative: Southeast Perkins IV Consortium through collaboration of secondary and post-secondary education along with input from Southeast Perkins IV Leadership Team (Members: superintendent, principal, curriculum director, counselor, secondary CTE, post-secondary CTE, and college administration), DEED, and area healthcare providers will be working to complete a program of study in health science. Twenty-two secondary schools in partnership with Minnesota State College Southeast Technical will develop a sequence of courses, beginning at grade nine and continuing through fourteen, to provide students with a continuum of educational programming and support services to ensure a smooth transition from secondary to post-secondary education. This programming will include a focus on both academic and technical courses as well as opportunities for stop-outs and employment in the selected program of study.

Through this Program of Study opportunities for articulation agreements, concurrent enrollment, online learning, ITV, and PSEO programming will be fostered and encouraged via the relationship between MSC-ST and consortia high schools. In order for a program of study to be developed and implemented, instructors/counselors at the secondary and post-secondary levels will need the opportunity to continue training in individual program areas, evaluate current curriculum, create new courses and exploratory opportunities for students, work with post-secondary partners and industry representatives, and purchase updated equipment to meet industry standards for high wage, high skill and high demand careers.

Objective(s)	Strategies	Outcomes and Measures (FY09)	<u>Projected Budget by Objective</u>
<p>1. Develop Program of Study for the career pathway of health science. Provide students with a sequence of academic and technical courses leading to occupations that are high skill, high wage, and high demand.</p>	<p>Secondary academic and CTE instructors develop a sequence of courses grades 9 to 14 to complete a program of study in the health science pathway.</p> <p>Counselors training in use of Program of Study</p> <p>Staff development opportunities for CTE and academic instructors to embed health science pathway into curriculum.</p> <p>Instructor/counselor/administrative professional Development in program of study.</p> <p>Curriculum writing for instructional staff.</p> <p>Meeting regarding: Articulation Agreements, College in the Schools, Duel Enrollment (subs, registration, meals, mileage)</p> <p>ITV course support and equipment for courses directly related to program of study.</p> <p>Funding for the development of advisory group secondary/post-secondary, parent, student, and industry representatives for program of study.</p> <p>Develop marketing strategy and materials to promote Program of Study.</p>	<ol style="list-style-type: none"> 1. Southeast Perkins IV Consortium develop one program of study for health science pathway and approved by MDE to be implemented fall of FY 09. 2. Ten or more counselors training in use of the program of study by July 1, 2009. 3. Increase number of consortium schools offering Articulation agreements, offering college in the schools or duel enrollment. 4. One ITV course to be offered as part of program of study FY 10. 5. Advisory committee established for health science program of study members include: secondary/post-secondary instructors, parent, student, and industry representatives. 6. Create brochure outlining Program of Study starting in grade nine and continuing through grade 14. 	<p>Secondary Budget: \$__23,605__</p> <p>Postsecondary Budget: \$ __11,170__</p>
<p>2. Students will learn leadership skills and demonstrate technical skill attainment through regional and state workplace skills and assessments competitions sponsored by industry representatives. (BPA, FCCLA, FFA, HOSA, and Skills USA.)</p>	<p>Transportation for students for work-based-learning opportunities.</p> <p>Support for student youth organizations to attend regional and state competitions including: BPA, FFA, FSCLA, and Skills USA</p> <p>Support for advisors of youth organizations to attend organizational meeting, and competitions subs, meals, hotels, registration, and mileage. (BPA, FFA, FSCLA, HOSA, and Skills USA)</p> <p>Support for development of HOSA (Health Occupations Student of America). Secondary & Post-Secondary. Subs, curriculum writing time.</p>	<p>Increase the number of students participating in regional and state competitions BPA, FFA, FSCLA, and Skills USA.</p> <p>Establish number of special population students participating in BPA, FFA, FSCLA, and Skills USA.</p> <p>Establishment of HOSA in Southeast Perkins IV Consortium.</p>	<p>Secondary Budget: \$__23,605__</p> <p>Postsecondary Budget: \$ __11,170__</p>

Objective(s)	Strategies	Outcomes and Measures (FY09)	Projected Budget by Objective
3. Students will demonstrate technical skill attainment using industry specific curriculum and state of the art equipment.	<ul style="list-style-type: none"> • Curriculum writing time for CTE instructors • Purchase equipment as needed for POS courses. 	<ul style="list-style-type: none"> • Plan and coordinate a curriculum writing/review session as part of our annual consortium CTE Coordinator Day • Update necessary POS equipment within consortium school districts through expenditure proposals and approvals. 	Secondary Budget: \$ __23,605____ Postsecondary Budget: \$ __ 11,171____

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

REQUIRED (Federal):

- #1 – Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE Programs.
- #2 – Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study.
- #3 - Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- #4 – Develop, improve, or expand the use of technology in CTE, etc.
- #5 – Provide in-service and pre-service professional development programs to teachers, faculty, administrators, etc.
- #6- Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- #7 –Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- #8 – Provide services and activities that are of sufficient size, scope and quality to be effective.
- #9 – Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

REQUIRED (State):

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

PERMISSIBLE:

- #1 – Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
- #2 – Providing career guidance and academic counseling, which may include information described in Section 118, etc.
- #3 – Local education and business partnerships, including for work-related experiences for students, etc.
- #5 – Assisting career and technical student organizations.
- #7 – Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications designed to strengthen CTE achievement.
- #12 – Improving or developing new CTE courses, including the development of programs of study for consideration by the state, etc.
- #17 – Supporting training and activities in nontraditional fields.

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

2. Effectively utilize employer, community, and education partnerships

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

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

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

The Southeast Perkins IV Consortium acknowledges that strong partnerships between secondary/postsecondary educational institutions, business and industry employers, along with numerous other community-based adult and service agencies have long been recognized as a pillar in running effective career and technical education programs. As such, one of the FY09 major partnership initiatives will be to reinvigorate our Program Advisory Committees. The central focus of this initiative will be to establish common secondary and postsecondary advisory committees, starting with programs involved in our selected Program of Study (Health Careers). This initiative is further based on the belief that truly engaged Program Advisory Committees ensure community business and industry ownership and enhance local support, commitment, and help leverage additional resources.

Southeast Technical College – Winona, houses the regionally Department of Employment and Economic Development (DEED) Office. A DEED representative will be asked to join the Southeast Perkins IV Leadership Team (See Goal # 5 for a listing of leadership team members and their organization affiliation). DEED representation on the Consortium Leadership team will assist in new program development with special attention paid to incorporating high skill, high wage, or high demand occupations within our CTE Consortium.

This Goal area will also focus on providing K-14 CTE students a broad understanding of *All Aspects of the Industry* utilizing the nine industry aspects adopted and approved by the Minnesota Department of Education.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>1. Reinvigorate all Southeast Perkins IV Consortium Program Advisory Committees with a special focus on <i>establishing common (secondary & postsecondary) advisory committees</i> within our chosen Program of Study – Health Careers.</p> <p>NOTE: This, rather extensive, initiative will be implemented throughout the FY09 school year. Ensuring that newly learned processes would be sustained long-term will require considerable effort along with administrative support from all levels.</p> <p>Based on Program Advisory Committee recommendations and approval, CTE programs will purchase/lease/adapt (for students with Disabilities)/or modernize shop and lab instructional equipment.</p>	<ul style="list-style-type: none"> • Hire a lead individual to implement and coordinate the initiative of reinvigorating all CTE program advisory committees within the Consortium. • Working with consortium-wide secondary CTE district administrators, coordinators, and postsecondary program Deans, design and conduct year-long in-service activities utilizing the <i>Minnesota Program Advisory Committee Handbook</i>. Priority will be placed within all programs involved in our Program of Study (Health Careers). • Develop strategies to utilize Program Advisory Committee components for in-servicing new CTE instructors as well as training new business/industry members as they come to serve on an advisory committee. • Purchase/lease/adapt/or modernize student instructional equipment and technology as deemed appropriate and approved by respective program advisory committees or school district 	<ul style="list-style-type: none"> • Design a data collection survey to gather baseline information about program advisory committee practices. • Collect data from Secondary/postsecondary CTE programs regarding current practices in advisory committee operation, advisory committee perceptions and roles, and connections to curriculum, teaching, and learning. • Based on survey results, design and conduct training sessions that will focus on establishing engaging advisory committees, working with secondary/postsecondary common advisory committees, facilitating effective meetings, and sustaining effective committees. • Develop strategies and implementation components for ensuring sustained long-term training and updating for new and existing advisory committee members and for newly hired CTE administrators, teachers, faculty, and support staff. • All Program Advisory Committee Surveys, along with training materials will be posted on the new Southeast Perkins IV Website. • Purchased student instructional equipment will be aligned with industry standards and will be inventoried as required by state/federal laws. 	<p>Secondary Budget: \$ _77,124_</p> <p>Postsecondary Budget: \$ ____8,755_</p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>2. Our newly developed Southeast Perkins IV Consortium will implement a new on-going working relationship with the Department of Employment and Economic Development (DEED).</p> <p>NOTE: The Southeastern DEED Branch Office is located on the Winona college campus across the hall from the Learning Resource Center and office of the Perkins Coordinator and has extremely strong ties to the surrounding 17 school districts. The DEED WorkForce Center in Red Wing has a strong and active history of providing services to Lake City, Wabash-Kellog, Goodhue, Zumbrota-Mazeppa, Kenyon-Wanamingo, Cannon Falls and Red Wing.</p>	<ul style="list-style-type: none"> • To request that DEED appoint an employee to serve as a member to the Southeast Perkins IV Consortium Leadership Team. • To direct training to incumbent workers and unemployed workers in our key regionally identified industries • To request that DEED report, at a minimum – twice a year, to the Consortium Leadership Team members Labor market indicators, information, and analysis on the regional economy, workforce, and industry base to support informed Leadership Team decision-making. 	<ul style="list-style-type: none"> • Leadership team members will receive consultation on regional labor market analysis, quarterly statistics on wages by area and industry, occupational employment and wage estimates, job vacancy estimates, and employment projections by occupation and industry. • While Perkins funds may only be used for credit-based programs, the Consortium Leadership Team will work hand-in-glove with the College customized training department to train incumbent workers and unemployed regional workers. • Consortium leadership team members will utilize all appropriate DEED information in making program decisions regarding the implementation of the FY09 Perkins IV plan. <i>Special importance will be paid to incorporating high skill, high wage, or high demand occupations within our Southern region.</i> • Through a renewed on-going working relationship with DEED, CTE students and workers will manage their own careers through accessible high quality up to date information • DEED Consortium Leadership Team Membership will be leveraged to identify, implement, and support innovation and best practices within the Southeast workforce system. 	<p>Secondary Budget: \$ _2,000__</p> <p>Postsecondary Budget: \$ __3,000__</p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>3. Provide K-14 CTE students with a broad understanding of All Aspects of Industry utilizing the nine industry aspects adopted and approved by MDE. <i>(Implementation priority will be given to all courses/programs connected to our Program of Study)</i></p> <p>Incorporate an expectation that all counselors/advisors will have an understanding of the industry for which they advise students.</p>	<ul style="list-style-type: none"> Working with our newly reinvigorated Program Advisory Committees, ensure that CTE program curricula as well as all teacher, faculty, and student internships incorporate All Aspects of Industry components into their program curricula. Missing Aspects of Industry components will be incorporated with approval from business/industry representatives serving on each respective program advisory committees. 	<ul style="list-style-type: none"> All CTE programs (priority given to our Program of Study) will implement curricula that ensures students gain strong experience in, and understanding of the following nine industry aspects: <ul style="list-style-type: none"> ○ Planning ○ Management ○ Finance ○ Technical and Production Skills ○ Underlying Principles of Technology ○ Labor Issues ○ Community Issues ○ Health, Safety, and Environment ○ Personal Work Habits 	<p>Secondary Budget: \$ _4,000__</p> <p>Postsecondary Budget: \$ _3,452__</p>

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

REQUIRED (Federal):

- #1 – Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
- #2 – Link CTE at the secondary level and the post-secondary level
- #3 – Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences
- #5 – Provide in-service and pre-service professional development, etc.
- #6 – Develop and implement evaluations of the CTE programs carried out with Perkins funds, including as assessment of how the needs of special populations are being met
- #8 – Provide services and activities that are of sufficient size, scope and quality to be effective

PERMISSIBLE:

- #1 – Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs
- #3 – Enhancing local education and business partnerships, etc.

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3. Improve service to special populations

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

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

What are your plans to ensure that members of special populations will be able to fully participate in activities/programs supported by Perkins?

Twenty-two schools districts along with Minnesota State College – Southeast Technical have come together to create the Southeast Perkins IV Consortium. Collectively, the school districts, along with their partnered two-year college have a long and successful history of providing supplemental support services to all K-14 students focusing on the six special populations identified in the Perkins Act of 2006. With a focus on the newly developed Program of Study, secondary special needs programs along with the college Learning Resource Center have renewed their efforts to work more closely with K-14 counselors, academic advisors, parent advocacy groups, as well as business organizations to improve secondary education and transitions for special populations into college, community and work-based settings.

A special program will begin at the college in FY09 called E-mentoring for non-traditional (gender) student success. This initiative is designed to improve the overall efforts for preparing individuals for nontraditional fields (with special emphases towards our Program of Study) by mentoring through technology for the consortium's postsecondary students.

All special population support programs and initiatives will be aligned with other new and existing high school and college local, state, and federal grant programs. Such alignment efforts will include, but may not be limited to, our campus TRIO (see below) program along with our Office of Diversity and Multiculturalism strategic plan, all sharing a central focus designed to serve underrepresented students to secure equal access to career and educational opportunities.

Special efforts will be made by the Southeast Perkins IV Consortium Leadership Team to advance the following special population regional goals:

- **To identify new (we will write and submit a Student Support Services (SSS) TRIO Grant in 8/08) and other existing resources that will be focused to developing/improving our Program of Study consortium supplemental support service needs;**
- **To ensure that all CTE students, with special emphases on LEP students, will have access to the resources they need to succeed;**
- **To cultivate new business and industry work place relationships;**
- **To provide information across youth and adult agencies that work with special populations; and**
- **To enhance institutional/agency collaboration as students' transition from high school to college and from college to work settings, including students who stop-out and return to educational settings throughout their educational/work careers.**

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>1. Provide services related to CTE curriculum modification, equipment modification, classroom modification, supportive personnel, along with instructional aids and devices to all K-14 Perkins identified/documentated special population CTE students, requiring such assistance. CTE special population students include:</p> <ul style="list-style-type: none"> • Students with documented disabilities; • Students from economically disadvantaged families, including foster children; • Students preparing for nontraditional fields; • Single parents, including single pregnant women; • Displaced homemakers; and • Individuals with limited English proficiency. 	<p>K-14 special education/academic supports and accommodations may include, but are not limited to:</p> <ul style="list-style-type: none"> • <u>Required for students with documented disabilities:</u> <ul style="list-style-type: none"> ○ Secondary level - an IEP plan outlining CTE accommodations and transition goals. ○ Postsecondary level - an individual service plan (ISP). <p>All other five (5) special populations groups will be eligible for the following accommodations/supports as deemed appropriate by postsecondary/secondary qualified staff:</p> <ul style="list-style-type: none"> • Note takers • Books on tape • Alternate exam arrangements • Readers and scribes for exams • Course modifications • Sign language interpreters • Assistive listening devices • Priority registration • Academic and personal counseling • One-on-one tutoring • Test taking tutoring • Quiet testing and study environments • Adaptive technology • Adaptive workstations 	<p><u>FY09 OUTCOMES – COLLEGE & HIGH SCHOOLS:</u></p> <p>Our goal is to have completion rates for K-14 CTE special population groups at, or higher, than completion rates for all students.</p> <p><u>FY09 MESAURES: -- COLLEGE:</u></p> <p>College prior 3-year (2004-2007) completion rate for special population students: <u>40.1%</u></p> <p>College prior 3-year (2004-2007) completion rate for all certificate, diploma, degree students: <u>42.2%</u></p> <p>FY09 projected completion rate for CTE special population students will be: <u>41.1%</u> (Increase of 1%)</p> <p><u>MEASURES – HIGH SCHOOLS:</u></p> <p>Consortium High school FY07 completion rate for five (5) special population groups (Displaced homemakers, not included) students is: <u>67.1%</u></p> <p>Consortium High school completion rate for all students: <u>95.1%</u></p> <p>FY09 projected completion rate for CTE special population students (excluding displaced homemakers) will be: <u>68.1%</u> (Increase of 1%)</p>	<p>Secondary Budget: \$ __ District Postsecondary Budget: \$ 250,500</p> <p><u>NOTE:</u> Combined Goodhue Cty Consortium 2007 average HS graduation rate: based on Senior students enrolled Sept. 1, 2006: <u>93.6%</u></p> <p><u>NOTE:</u> Combined Hiwatha Consortium high school graduation rate: Based on MDE reported fiscal year 2005-2006 GradDropRates -----96.5%-----</p> <p><u>NOTE:</u> Goodhue Coop. – Special Population completion rate is: 71.99% MDE: Report Year: 2006-2007 Collection Year: 2001-2002 Through 2006-2007</p> <p><u>NOTE:</u> Hiawatha Valley - Special Populations completion rate is: 62.23% MDE: Report Year: 2006-2007 Collection Year: 2001-2002 Through 2006-2007</p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>2. Develop, implement, evaluate and refine a new program for E-mentoring non-traditional (gender) student success. One of the targeted non-traditional (male or female) training programs, included in this initiative, will be our Program of Study (Health Careers). A special focus will be to use E-mentoring activities to assist us in placing special population students in high-wage, high-demand or high-skill health careers.</p>	<ul style="list-style-type: none"> • Hire a part-time E-mentoring Coordinator to develop all materials and facilitate E-mentoring orientation and training sessions. • Develop E-mentoring brochures, Mentee and Mentor recruiting posters, along with Mentee/Mentor orientations and training materials. • In-service staff from all non-traditional training field areas from both Minnesota State college – Southeast Technical campuses. • Recruit two non-traditional training programs (four total) from each of the campuses. (One will be Health Careers) • Meet with advisory committees from each of the selected non-traditional programs and explain the goals and objectives of the E-mentoring program. • With the assistance of the program advisory committees, recruit non-traditional employees who are willing to mentor students at the college. • Conduct comprehensive E-mentoring training for all mentors and mentees. • Implement an “over-sight” program component where an assigned counselor will monitor all mentor/mentee e-mail content along with any confidentiality and boundary issues. • Prepare agendas for two face-to-face meetings between all mentors and mentees to be held at business locations of the mentors. • Conduct an annual evaluation of this initiative. • Refine this initiative on on-going bases. 	<p><u>FY09 OUTCOME:</u> Four (4) non-traditional training programs – of which one will be our Program of Study, two from each of the college campuses, will participate in all aspects of an E-mentoring initiative. All non-traditional students will be assigned a mentor, recruited from their respective program advisory committees. Mentees and mentors will attend all face-to-face orientation and training meetings and commit to participate in one or more weekly e-mail exchanges per week.</p> <p><u>FY09 MEASURES:</u> 67% of the incoming non-traditional students will be retained and graduate. Student data will be used to compare participation and completion rates for FY09 as compared to the average of the last 3-years for each of the non-traditional programs that participated in this FY09 E-mentoring initiative.</p>	<p>Postsecondary Budget: \$ <u>8,400</u></p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>3. Throughout FY09, numerous staff development activities will center on “Accommodating CTE Students with Disabilities”.</p> <p>Training activities will be directed towards CTE teachers, college faculty, counselors, management aids, and college learning resource center staff.</p> <p>In addition, a <i>Students with Disabilities Postsecondary Faculty Guide</i> will be developed and all postsecondary CTE administrators, faculty, and support staff will receive training on its content.</p>	<ul style="list-style-type: none"> • A power point media presentation, along with teacher/faculty interactive resources will be developed covering the following disability content issues: <ul style="list-style-type: none"> ○ ADA & 504 ○ Initiating the Accommodation Process ○ Limitation on Duty (Sec. VS Postsecondary) ○ Appropriate and inappropriate types of accommodations and auxiliary aids ○ Difference Between Secondary and Postsecondary Settings ○ Interactive role playing and scenarios for teachers/faculty will be conducted through-out the school year • The Southeast Technical college lead Counselor will work with the Disabilities Coordinator to develop a Disabilities Guide. All administrators, faculty, and support staff will receive in-service at various intervals throughout the school year 	<p><u>FY09 OUCTOMES:</u> CTE teachers, college faculty, K-14 counselors, management aids, and college learning resource center staff will have opportunities available to them to receive numerous training sessions on accommodating students in CTE classes, labs, and shops. Training sessions will incorporate interactive learning materials and exercises. The <i>Accommodating CTE Students with Disabilities PowerPoint</i>, along with the <i>Students with Disabilities Postsecondary Faculty Guide</i>, will be posted on the new Southeast Perkins IV Consortium Website at: www.SoutheastperkinsIV.org</p> <p>CEUs will be offered for all CTE instructors requesting them.</p> <p><u>FY09 MEASURES:</u> Participant evaluations will be collected at the conclusion of each training session and retained on file. Follow-up discussions will be held between secondary and postsecondary learning resource center staff along with individual CTE teachers and faculty.</p>	<p>Postsecondary Budget:</p> <p>\$ <u>5,000</u></p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>4. An unique staff development initiative will be undertaken to work with CTE instructors, aids, counselors, and support staff regarding students <u>whose disabilities</u> ... whether cognitive, psychological or medical ... <u>are not visible</u> but nevertheless have a profound impact on their “teaching/learning” process. NOTE: The Southeast Perkins IV Consortium is experiencing a dramatic increase in this population of students with disabilities.</p>	<ul style="list-style-type: none"> ○ Research multi-media staff development materials through National Disability Clearing Houses and the U.S. Department of Education, Office of Postsecondary Education, Demonstration Projects ○ Conduct staff development activities exploring the “Right balance between student privacy and campus safety”. ○ Develop a series of staff development media and interactive activities for all involved CTE staff K-14. 	<p><u>FY09 OUCTOMES:</u> CTE teachers, college faculty, K-14 counselors, management aids, and college learning resource center staff will receive training sessions on accommodating students in CTE classes, labs, and shops whose documented disabilities are invisible. Training sessions will incorporate interactive learning materials and exercises. Collected/developed resources will be posted on the new Southeast Perkins IV Consortium Website at: www.Southeast PerkinsIV.org</p> <p><u>FY09 MEASURES:</u> Participant evaluations will be collected at the conclusion of each training session and retained on file. Follow-up discussions will be held between secondary and postsecondary learning resource center staff along with individual, or small groups, of CTE teachers and faculty.</p>	<p>Postsecondary Budget: <u>\$ 4,000</u></p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>5. Develop identification, assessment and language-related support services for Limited English Proficiency (LEP) students at both college campuses.</p>	<ul style="list-style-type: none"> ○ Develop written processes for LEP students to receive or be referred for services ○ Develop college written procedures, and review/revise/develop procedures that will be used to assess LEP students' ability to participate in CTE programs with special emphases on our Program of Study, Nursing ○ Ensure that language-related support services are provided for LEP students, or if appropriate, that students are referred to outside youth/adult agencies for services ○ Review all CTE programs to ensure that there is no significant concentration of LEP students in one or a few programs 	<p><u>FY09 OUTCOMES:</u> Retention and completion rates for LEP students will be at, or higher, than the retention and completion rates for all students.</p> <p><u>FY09 MEASURES:</u></p> <ul style="list-style-type: none"> ○ Referral processes for LEP services will be reviewed, and if necessary, updated on a yearly bases. ○ Southeast Technical College will have written procedures in place to assess LEP student's ability to participate in CTE program and services ○ Language-related support services will be provided for LEP students ○ The number of LEP vs. non LEP students will be reviewed by program to ensure that there is no significant concentration of LEP students in one or a few low-skill, low-wage, or low demand programs 	<p>Postsecondary Budget:</p> <p><u>\$ 1,500</u></p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>6. Provide K-14 career and personal counseling, along with other school and community-based tailored career activities to assist special population students in resolving issues related to career training selections, career options, career interests and abilities, interpersonal relationships, personal barriers, and difficult social/emotional/work situations that may interfere with their academic and career goals.</p>	<ul style="list-style-type: none"> • All K-14 CTE special population students will have access to counselors on par with non-special population students • MCIS site licenses will be provided to area high schools, middle schools, learning centers, and day treatment centers within the Southeast Perkins IV Consortium, as requested • Secondary students will be afforded opportunities for CTE program shadowing at area colleges • Secondary students will be given the opportunity to participate in “Trade and Tech Days”, hands-on career experiences at area colleges • College special population students, who have not declared a major, will be provided with career development services along with special career awareness information systems such as, MCIS, ISEEK, and other career interest inventories 	<ul style="list-style-type: none"> • All special population students will have access to counselor on par with all other students • MCIS site licenses will be renewed for 100% of ALCs and day treatment centers • 100% of the secondary special population students will be provided opportunities to shadow CTE college training programs • 100% of the secondary special population students will have the opportunity to participate in the (VERY popular) “Trade and Tech Days” • 100% of the non-declared special population students will have the opportunity to participate in a host of career awareness and career information activities to assist them with career selection goals. 	<p>Secondary Budget: \$ __5,600__</p> <p>Postsecondary Budget: \$ <u>College</u></p>
<p>List, by name, the required and permissible activities addressed above.</p> <p><u>REQUIRED (Federal):</u></p> <ul style="list-style-type: none"> #1 - Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs #3 - Provide students with strong experience in and understanding of all aspects of an industry, including work-based learning experiences #5 - Provide in-service professional development to teachers, etc. #9 - Provide activities to prepare special populations who are enrolled in CTE programs for high-skill, high-wage or high demand occupations <p><u>PERMISSIBLE:</u></p> <ul style="list-style-type: none"> #2 - Provide career guidance and academic counseling for students participating in CTE programs that improves graduation rates, etc. #3 - Improving local education and business partnerships, including for work-related experiences for students, etc. #4 - Providing programs for special populations (non-trad) #6 - Mentoring and support services #17 - Supporting training and activities (such as mentoring and outreach) in nontraditional fields 			

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

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

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

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

See next page for Goal 4.

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

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

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

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

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

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

Three (3) bordering Perkins consortia, under the leadership team of key consortia secondary and postsecondary representatives, hereafter referred to as the *Continuum of Service Provision (CSP) Leadership Team*, will formally organize and hold quarterly meetings throughout the FY09 school year to develop and implement strategies and measures to continually up-grade the continuum of service provision options for ensuring successful student transitions within and among all three consortia. One of the first tasks of the newly formed *CSP Leadership Team* will be to develop and disseminate a generic Program of Study (Health Careers) common to all three consortia. The generic Health Services POS will address multiple exit and entry points, thus allowing for CTE students to continue in their POS regardless of point of entry into the program.

Another major task the *CSP Leadership Team* will undertake will be to develop a student data tracking system to determine the matriculation patterns of students within and among each of the three consortia. Such information will greatly assist in directing internal and external consortia CSP resources to allow students, with a special emphasis directed toward special population students, to continue smoothly in a program of study regardless of their point of entry.

It is currently the believe that the CSP option, as described in the Perkins IV 2008-2009 Local Application, that the *CSP Leadership Team* will operate under will be – Sequentially – Student need determined by consortia seeking CSP.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>1. Three (3) bordering Perkins consortia, under the leadership team of key consortia <u>secondary and postsecondary representatives</u>, hereafter referred to as the <u>Continuum of Service Provision (CSP) Leadership Team</u>, will formally organize and hold quarterly meetings throughout the FY09 school year to develop and implement strategies and measures to continually up-grade the continuum of service provision options for ensuring successful student transitions within and among all three consortia.</p>	<ul style="list-style-type: none"> • The <i>CSP Leadership Team</i>, consisting of the following postsecondary representatives, will meet quarterly: <ul style="list-style-type: none"> ○ Alex Kromminga, Rochester C/TC ○ Kelly Carrigan, Dakota County TC, and ○ Steve Zmyeswki, Southeast TC Postsecondary representatives, <u>along with their respective consortia secondary partners (yet to be named)</u>, will meet throughout FY09 to develop brokering strategies build a comprehensive continuum of services ensuring that CTE students will be able to fully participate in activities/programs supported by Perkins within and among all three bordering consortia. • The above referenced CSP implementation structure will include multiple transition points for CTE students including not only students from high school to college, but also out of and back into formal education K-12 youth and beyond into adult hood. 	<ul style="list-style-type: none"> • The 1st <i>CSP Leadership Team</i> meeting was held on Friday, March 28, 2008, with 100% attendance, at Southeast Technical College – Winona Campus. • Survey all CSP Consortia stakeholders involved in receiving or providing brokering services to determine their level of satisfaction and develop strategies to improve CSP gaps in service as deemed necessary. • All <i>CSP Leadership Team</i> meeting minutes, brokering surveys, survey results, etc. will be kept on file and placed on the Southeast Perkins IV Website. 	<p>Secondary Budget: \$ __1,000__</p> <p>Postsecondary Budget: \$ _1,000__</p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>2. The <i>CSP Leadership Team</i> will develop and disseminate a generic Program of Study (the one common POS for all three consortia is Health Careers) to be disseminated to all high schools and colleges within the partnering three (3) consortia.</p>	<ul style="list-style-type: none"> The generic Health Careers POS will be developed in collaboration with all three partnering consortia. Their will be a deliberate attempt to keep the POS simple and easy to understand and will be targeted to grades 10-12, counselors, parents, and other pertinent stakeholders, including out of and back into formal education K-12 youth and beyond into adult hood. The generic POS will contain one contact person’s name, phone number, and e-mail address from each of the three (3) partnering consortia. 	<ul style="list-style-type: none"> A generic Health Careers POS will be developed and disseminated to all colleges and high schools representing three MN Southeastern Perkins consortia consisting of Rochester C/TC, Dakota C/TC and Minnesota State College – Southeast Technical. The generic POS will address multiple exit and entry points, thus allowing CTE students to continue in their POS regardless of point of entry into the program. The generic POS will identify external learner options for early college credit, i.e., Online College in the High School, Concurrent Enrollment, PSEO, and Tech Prep College Credit Certificates/Articulation Agreements. 	<p>Secondary Budget: \$ <u>2,000</u></p> <p>Postsecondary Budget: \$ <u>1,500</u></p>
<p>3. The <i>CSP Leadership Team</i> will develop a student data tracking system to determine the matriculation patterns of students within and among each of the three consortia.</p>	<ul style="list-style-type: none"> The three partnering consortia will develop a tracking system to determine the numbers of students that matriculate, from their consortium high schools, into their college. In addition, students from neighboring Perkins consortia will be tracked to identify how many students cross consortia lines to enroll in their college of choice. 	<ul style="list-style-type: none"> Student matriculation patterns will be analyzed so as to better direct internal and external consortia CSP resources to ensure smooth/successful student transitions. Student CSP needs will be surveyed and documented. The CSP Leadership Team will develop and implement on-going proactive strategies to better meet student transition needs, whether they are within one’s own consortium or across partnering consortia. 	<p>Secondary Budget: \$ <u>1,500</u></p> <p>Postsecondary Budget: \$ <u>1,500</u></p>
<p>4. The <i>CSP Leadership Team</i> will establish formal procedures to track all “college/high school transition fairs”.</p>	<ul style="list-style-type: none"> The <i>CSP Leadership Team</i> will develop a formal communication network to inform all CTE stakeholders, within each of the three consortia, as to when and where high school transition fairs will be held. 	<ul style="list-style-type: none"> Colleges and high schools will be made aware of all transition fairs and will have an opportunity to disseminate information regarding their student learner options and CSP services. Special emphasis will be placed on the Occupational Skills Program (OSP) to assist with the added supports that must be in place to accommodate for special need student transitions. 	<p>Secondary Budget: \$ <u>District</u></p> <p>Postsecondary Budget: \$ <u>College</u></p>

<p>5. The <i>CSP Leadership Team</i> will develop consortia-wide regional opportunities for students to participate in credit-bearing CTE activities.</p>	<ul style="list-style-type: none"> • The three partnering consortia will work in unison to maintain up to date effective high school to college articulation agreements throughout the Southeastern region of MN. • Information concerning consortia-wide articulation opportunities will be maintained on the Southeast Perkins IV website. 	<ul style="list-style-type: none"> • Efficient processes of updating and maintaining high school to college articulation agreements will be accomplished in an accurate and timely manner throughout the three partnering consortia. • Use of local and regional articulation agreements will be reported by each local and regional consortium. 	<p>Secondary Budget: \$ __District__</p> <p>Postsecondary Budget: \$ <u>College</u></p>
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List, by name, the required and permissible activities addressed above.

REQUIRED (Federal):

#2 – Link CTE at the secondary level and the post-secondary level, etc.

#6 – Develop and implement evaluations of the CTE programs carried out with Perkins funds, including as assessment of how the needs of special populations are being met.

#6 – Provide services and activities that are of sufficient size, scope and quality to be effective.

#9 – Provide activities to prepare special populations who are enrolled in CTE programs for high-skill, high-wage or high demand occupations.

REQUIRED (State):

#10 – Collaboration/Brokering of services/Continuum of Service Provision.

#11 – Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies.

PERMISSIBLE:

#2 – Providing career guidance and academic counseling, etc

#9 – Developing and expanding post-secondary program offering, etc.

#15 – Providing CTE program for adults and school dropouts to complete secondary education or upgrade technical skills.

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

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

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

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

See next page for Goal 5.

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

What are your plans for sustaining your new consortium?

NEW BEGINNINGS

On July 1, 2008, two previous Tech Prep and secondary Perkins consortia, Goodhue County and Hiawatha Valley, will join their area's postsecondary Perkins recipient, Minnesota State College-Southeast Technical, to form a new consortium. The name of this new entity will be: **SOUTHEAST PERKINS IV CONSORTIUM.**

GEOGRAPHY

The geography for this newly formed consortium is a natural. The 22 high schools lay in the extreme Southeastern corner counties of Minnesota bordered by the Mississippi River on the East and with the exception of two schools HWY 52 outlines the border to the west. With Minnesota State College - Southeast Technical having two campuses, one in Winona and one in Red Wing, the geographical fit of these 22 school districts and Southeast Tech are hand in glove.

PARTNERSHIP HISTORY AND RELATIONSHIPS

GOODHUE COUNTY CONSORTIUM & MINNESOTA STATE COLLEGE – SOUTHEAST TECHNICAL: Over the past two years, Goodhue County Consortium and Minnesota State College – Southeast Technical have collaborated successfully to provide all desiring students, in five school districts, CTE programs, services, and other related opportunities. Activities have included the following: A) hosting Career Days that provide high skill, high wage and non-traditional occupational information, B) career assessments, C) Accuplacer testing, D) college program visits and student career shadowing opportunities, D) Post-Secondary Options, E) Tech Prep College Certificates, (Articulation Agreements) F) district resource guide for career planning (secondary course registration) and, G) instructional teaming to provide a health science class which prepares students to be licensed as certified nursing assistant or first responder.

HIAWATHA VALLEY CONSORTIUM & MINNESOTA STATE COLLEGE – SOUTHEAST TECHNICAL: The Hiawatha Valley Consortium consists of 17 school districts. The vast majority of these districts are also a part of the Hiawatha Valley Education District (HVED). The consortium is made up primarily of smaller schools in Southeast Minnesota with the exception of Winona who is the largest stakeholder. The HVED Grant Consortium has maintained close ties with Minnesota State College – Southeast Technical, Winona Campus, since its inception and has served as the fiscal agent for the secondary Perkins grant. Minnesota State College – Southeast Technical has served as the long-time fiscal agent for the Tech Prep and Post Secondary Perkins Grant. The overall secondary/postsecondary/Tech-Prep Grant Coordinator has always been a staff member from Minnesota State College – Southeast Technical. It should be noted that all the above-mentioned CTE programs, services, and activities provided to high school students, within the Goodhue County Consortium, have also been provided to students within the Hiawatha Valley Consortium through a working partnership with Minnesota State College – Southeast Technical.

MATRICULATION PATTERNS OF STUDENTS

Student information was compiled from ISRS data. Students' credits and headcount data was included if the credits originated from a course with the following criteria:

- Course contributed to SE Technical’s FTE (credit courses at non-consortium location)
- Did not test out of the course
- Did not drop the course

SUMMARY OF MATRICULATION PATTERNS (FY2000-2007)

The average portion of Consortium students’ FYE compared to SE Technical FYE over the past seven years is 40.4%. One FYE (full-year equivalent) is equal to 30 undergraduate credits.

OPERATING AND SUSTAINING THE NEW CONSORTIUM

**“If you want to go fast, you go alone,
If you want to go far, you go together!”**

Al Gore, 2007 – Speech on Global Warming

The newly established Southeast Perkins IV Consortium will bring previously separated CTE secondary, postsecondary and tech prep educational entities into a new structure with full commitment to a common vision and mission. Such collaborative relationships require comprehensive planning and well-defined communication channels operating on many levels (as to how our consortium will implement this, please refer to objective 3). Authority will be defined by the collaborative structure (as to how our consortium will define lines of authority please refer to objective 1). Risk is greater because each educational organization contributes its own resources and reputation. Resources, in many cases, will be pooled and all collaborative partners will share in improved student success. Within the Southeast Perkins IV Consortium, greater student success will be accomplished by working collaboratively than could have been individually.

The newly established Southeast Perkins IV Leadership team is committed to building its consortium by incorporating components that, based on a review of research literature, influence successful collaboration. The seven (7) collaboration research-based components (please refer to objective 3) will become the guiding foundation on which this consortium will operate. An early decision made by “Carl’s Team” was to print the MDE/MnSCU Perkins guiding principles as well as the seven collaboration operating and sustaining research-based components onto large poster-boards and hang them on the wall for all to see at each of the Perkins IV Leadership Team meetings.

The Southeast Perkins IV Consortium Leadership Team will make up the consortium governance structure. While the over-all responsibility of the Leadership Team will be to lead the efforts necessary to achieve successful consortium planning for development, operations, and accountability of CTE programs and services in twenty-two school districts and one two-year college, it also has lead responsibility for: 1) Developing programs of study; 2) Ensuring coordination and integration of academic and technical coursework; 3) Increasing successful gains in academic and technical competence; 4) Providing activities that coordinate education and workforce development; 5) Providing services for the needs of all CTE special population students; 6) Increasing training opportunities for students seeking preparation non-traditional for their gender; and 7) Ensuring accurate accountability in all aspects of programming and finance.

FISCAL AGENCY/FINANCIAL CONSIDERATIONS

Minnesota State College-Southeast Technical will be the postsecondary fiscal agent. The contact will be Mike Kroening and his e-mail address is: mkroening@southeastmn.edu Goodhue County Education District will be the secondary fiscal agent. The contact will be Cheryl Johnson and her e-mail address is: cjohnson@gc-ed.org All financial decisions will be driven by the Consortium Leadership Team.

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>1. The Southeast Perkins IV Consortium will develop a leadership structure that will accomplish the following goals: (Note – each of these goals have been referenced numerous times throughout the broad five-goal areas contained within this application)</p> <ul style="list-style-type: none"> • Develop a vision for CTE within our newly formed consortium; • Foster relationships among all education and WorkForce partners; and • Promote K-14 shared decision making to enhance student success. <p>The lead responsibility for successfully completing the above named goals will rest with the newly appointed <i>Southeast Perkins IV Consortium Leadership Team</i>.</p>	<ul style="list-style-type: none"> • The <i>Southeast Perkins IV Consortium Leadership Team</i> members will be appointed from 23 K-14 educational entities along with the Southeast WorkForce Center. Eleven (11) representatives from the following educational/WorkForce professional administrative or teaching/instructional areas will be chosen to serve on the newly established leadership team: <ul style="list-style-type: none"> ○ Superintendents ○ Principals ○ CTE instructors (selected from the Program of Study) ○ DEED ○ Counselors ○ Tech Prep Coordinators ○ Perkins Coordinators ○ Curriculum Directors ○ College, Dean of Academics ○ Institutional Research Specialists <p>NOTE: Each of the above identified educational/WorkForce area has/will select their own member to represent them. In turn, each appointed leadership team member will report back to share information and gather on-going input from his or her constituency.</p>	<ul style="list-style-type: none"> • The <i>Southeast Perkins IV Consortium Leadership Team</i> will have had lead responsibility in successfully planning for <u>development, operations, and accountability</u> of CTE programs and services in twenty-two school districts and one two-year college. • Southeast Perkins IV Consortium high schools and college will have continued CTE programs and activities that have worked well under Perkins III. • Our consortium will have adhered to accurate and timely accountability in all aspects of programming and finance. • The <i>Southeast Perkins IV Consortium Leadership Team</i> will have expanded collaborative practices to leverage additional resources to develop programs and services integral for southeast regional economic needs. NOTE: Refer to strategies under objective 2 to read about USOE Federal Title III and TRIO submission of applications. • All consortium expenditures for programs, services and activities will have been governed by the FY09 Perkins locally approved plan. (The local Perkins approved plan will be viewed as a living document that all must follow!) • Minutes of all quarterly <i>Southeast Perkins IV Consortium Leadership Team</i> meetings will have been posted on the Southeast Perkins IV website at: www.southeastperkinsIV.org • An interactive Web-based Perkins IV Q & A component will have been developed allowing all stakeholders an opportunity to ask questions and receive timely feedback. 	<p>Secondary Budget:</p> <p>\$ <u> 3,800 </u></p> <p>Postsecondary Budget:</p> <p>\$ <u> 2,300 </u></p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>2. The Southeast Perkins IV Consortium, in an effort to implement all program service and accountability aspects of Perkins IV, will research and write a FY2009 Consortium Implementation Plan (CIP) outlining all FY2009 Southeast Perkins IV Consortium major tasks, timelines and assign by name primary lead-person responsibilities.</p>	<ul style="list-style-type: none"> The Southeast Perkins IV Leadership team will appoint 3-5 key CTE professionals, along with a part-time consultant, to research and write the Consortium Implementation Plan (CIP) outlining all major program service and accountability tasks, timelines and assign primary lead-person responsibilities. The above-mentioned 3-5 key CTE professionals will make-up a group referred to as: <i>Carl's Team</i>. Ensure that the CIP aligns with MSC-Southeast Technical and all K-12 partner Federal and State initiatives (e.g., MnSCU Strategic Plan, College Academic Plan, AQUIP, NCLB, TRIO). Coordinate the writing of the USOE Federal Title III grant (to be submitted early summer 2008) along with a Student Support Service (SSS) TRIO grant (to be submitted early fall 2008) with all appropriate secondary/postsecondary CTE personnel in a concerted effort to <i>align</i> goals and objectives with the FY09 Perkins IV Consortium Local Plan. All necessary high school and college fiscal personnel will be consulted in the development of a detailed "Perkins IV Fiscal-Flow Chart". In collaboration with bordering consortia, Carl's Team will develop a strategic plan to identify and measure technical skill attainment for its FY2010 selected programs of study. 	<ul style="list-style-type: none"> The Southeast Perkins IV Consortium, under the <i>leadership and approval from the entire Perkins IV Leadership Team</i>, will have met all the Perkins State/Federal program service and accountability requirements. The Southeast Perkins IV Consortium Leadership Team – in addition to serving in the role of providing guidance, support, feedback, and advocacy to <i>Carl's Team</i> - will have given official approval as tasks, outlined in the Consortium Implementation Plan (CIP), are completed. All "primary lead-persons" will have received the necessary staff development opportunities, along with appropriate mentoring opportunities, to fulfill their obligations as outlined in the FY2009 CIP. In reference to all Perkins funds, a detailed fiscal flow chart outlining secondary and postsecondary steps and procedures to follow in requesting, spending, and record keeping will have been developed and all recipients will have complied. A systematic data collection process ensuring data integrity along with a formalized team planning process that positions data central to meeting secondary and postsecondary state negotiated target levels will have been incorporated into the FY2009 CIP. Carl's Team will have collaborated with its bordering consortia and will have developed a strategic plan to present to MDE/MnSCU outlining its intentions to move forward in identifying and measuring technical skill attainment for its FY2010 selected programs of study. 	<p>Secondary Budget: \$ <u>6,600</u></p> <p>Postsecondary Budget: \$ <u>8,100</u></p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>3. The Southeast Perkins IV Consortium will be committed to following the established MDE and MnSCU seven (7) guiding principles for incorporating all aspects and requirements of Perkins IV. Also, <i>in a determined effort to operate and sustain our new consortium</i>, we will incorporate seven (7) researched components that have shown to influence successful collaboration. <u>These seven components will make up the platform upon which our Consortium will conduct its affairs.</u></p>	<p>Based on review of existing research literature concerning factors which influence the success of collaboration, the Southeast Perkins IV Leadership Team will incorporate the following seven (7) components to function in under and sustain true collaboration:</p> <ol style="list-style-type: none"> 1. Environment 2. Consortium Leadership Team Characteristics 3. Consortium Process/Structure 4. Consortium Communication 	<p><u>(1) Consortium Environment:</u> - Our consortium will build on its past history of successful collaboration. - Our consortium will work to increase and promote a state/local climate that is favorable and supportive.</p> <p><u>(2) Consortium Leadership Team Characteristics:</u> - Our consortium will have mutual respect, understanding, and trust among all partners. - Our consortium will be composed of membership that views collaboration as in their self-interest. - Our consortium will consist of membership that has the ability to compromise.</p> <p><u>(3) Consortium Process/Structure:</u> - <i>Our consortium partners will have continually assessed and evaluated best practices and past collaborative activities that will be continued and/or carried-over from Perkins III with an emphasis on secondary/postsecondary tech prep activities.</i> - Our consortium partners will have a shared stake in both process and structure. - Our consortium will have provided for multiple layers of decision-making. - Our consortium will have worked to maintain flexibility and adaptability. - Our consortium will have developed clear roles and guidelines for carrying out consortium responsibilities.</p> <p><u>(4) Consortium Communication:</u> - Our consortium will have established open and frequent communication. - Our consortium will have established informal and formal communication links.</p>	<p>NOTE: This objective is continued onto the next page – this is where you will find the budget!</p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
<p>3. (CONTINUED) The Southeast Perkins IV Consortium will be committed to following the established MDE and MnSCU seven (7) guiding principles for incorporating all aspects and requirements of Perkins IV. <i>Also, in a determined effort to operate and sustain our new consortium, we will incorporate seven (7) researched components that have shown to influence successful collaboration. <u>These seven components will make up the platform upon which our Consortium will conduct its affairs.</u></i></p>	<p>5. Consortium Purpose</p> <p>6. Consortium Sustainability</p> <p>7. Consortium Celebration</p>	<p>(5) Consortium Purpose:</p> <ul style="list-style-type: none"> - Our consortium (via Perkins Local Plan) will have implemented concrete, attainable goals and objectives. - Our consortium partners will have a shared CTE vision. - Our consortium will have an established identifiable and unique purpose. <p>(6) Consortium Sustainability:</p> <ul style="list-style-type: none"> - Our Consortium Leadership Team will have selected a skilled convener (An individual who has organizing and interpersonal skills and carries out the role with fairness. As such, our convener is granted “legitimacy” from all collaborative partners). - Our consortium will have an adequate, consistent financial base to support its operations in carrying out the goals as written in the local application. <p>(7) Consortium Celebration:</p> <ul style="list-style-type: none"> - Our consortium will frequently celebrate relationships, partnerships, uniqueness, new approaches, accountability, and failures. In short, our consortium will demonstrate that it has the capacity to celebrate change! 	<p>Secondary Budget:</p> <p>\$ __1,000__</p> <p>Postsecondary Budget:</p> <p>\$ __1,000__</p>

Objective(s)	Strategies	Outcomes and Measures (FY08)	<u>Projected Budget by Objective</u>
4. The Southeast Perkins IV Consortium will plan and implement a 1½-day Leadership Team retreat in Fall 2008.	<ul style="list-style-type: none"> • Carl’s Team will survey the Consortium Leadership Team members as to their topical areas of interest in an effort to determine where additional information/technical assistance is required in implementing Perkins IV. • In an effort to build Leadership Team trust, the above addressed components (see objective #3) will be explored and interactive team activities will be conducted to highlight examples of how our newly established partnership will “behave” while conducting its business. • Representatives from “like-types of Perkins consortia” will be invited to explain their governance structure, and share what is working well (and what is not working well) within their consortium. In addition, Perkins professionals from MDE and MnSCU will be invited to address certain topical areas and respond to questions from Leadership Team members. 	<ul style="list-style-type: none"> • The fall Leadership Team retreat will have been run on an agenda that responds to new and emerging consortium needs and expectations as outlined in the Perkins Law and rules specified by MDE/MnSCU. • Leadership Team membership will understand the rules and responsibilities of “consortium operation and accountability” and will have invested into the foundational components as addressed in Objective #3. • Leadership Team membership will have heard from other Perkins consortia leaders and will have a much better understanding as to how Perkins IV is being implemented elsewhere within MN. • Leadership Team membership will have an opportunity to hear from MDE and MnSCU Perkins State leadership all in an effort to build state/local trust as well as getting their questions/concerns addressed. 	Secondary Budget: \$ __1,600__ Postsecondary Budget: \$ _1,600__

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

REQUIRED (Federal):

- #1- Strengthen the academic and career and technical skill, etc.
- #2- Link CTE at the secondary level and the post-secondary level, etc.
- #5- Provide in-service and pre-service professional development, etc.
- #6- Develop and implement evaluations of the CTE programs, etc.
- #8- Provide services and activities that are of sufficient size, scope and quality to be effective.

PERMISSIBLE:

- #9- Developing and expanding post-secondary program offerings at times and in formats that are accessible for all student, including through the use of distance education.
- #15- Providing CTE programs for adults and school dropouts to complete secondary education or upgrade technical skills.
- #17- Supporting training and activities (such as mentoring and outreach) in nontraditional fields.

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><u>OBJECTIVE #1:</u> A.1) Supplemental expenses associated with meeting, travel, and other forms of communication undertaken to foster the development of our Health Careers Program of Study. B.1) Provide assistance for meetings dedicated to the training and on-going technical assistance for consortia counselors regarding the new program of study. Expenses will include mileage, meals, and sub-pay. C.1) Assist with the cost of conferences and other professional development opportunities that procure the development of the Health Careers Program of Study. D.1) Assist with meal and travel expenses related to curriculum writing sessions. E.1) Funds will be used to plan, coordinate, and defray expenses such as meals, travel, materials, and sub-pay associated with consortium-wide meetings focused on the development of Articulation Agreements, Concurrent Enrollment, and Online College in the High School contracts. F.1) Funds will be used to defray the technical and equipment costs associated with the development and implementation of POS ITV courses with Southeast Technical College. G.1) Funds will be used to hold advisory meeting at Minnesota State College – Southeast Technical consisting of representatives from Southeast Tech’s Health Sciences faculty, Health Science industry professionals, Health Science instructors from the secondary level, as well as parent and student representation that will provide input and feedback on the development of the Health Careers Program of Study. H.1) Funds will be used to develop and distribute informative brochures that will outline the Health Careers Program of Study and promote its implementation in consortia high schools.</p> <p><u>OBJECTIVE #2:</u> A.2) Funds will be used to provide transportation for students to work-based learning opportunities B.2) Monies will be used to supplement the participation of student classes with membership in technical skill related organizations. C.2) Support will be provided to advisors of technical skill oriented youth organizations for expenses related to travel, lodging, registration fees, meals, and sub-pay. D.2) Support will be provided to establish a chapter of HOSA (Health Occupations Students of America) within the consortium. This will entail sub-pay, travel, curriculum writing time, and collaboration between secondary and post-secondary institutions.</p>	<p>A.1) \$3,134 B.1) \$ 3,334 C.1) \$3,93 D.1) \$ 6,503 E.1) \$ 2,200 F.1) \$ 6,670 H.1) \$2,934 A.2) \$ 2,500 B.2) \$ 1,600 C.2) \$ 5,901 D.2) \$ 5,901</p>	<p>E.1) \$ 3,724 F.1) \$ 5,585 G.1) \$ 2,742 A.2) 2,500 B.2) \$ 1,600 \$ 1,396 D.2) 2,793</p>	\$104,326

<p align="center">Programs of Study (CONTINUED)</p>	<p><u>OBJECTIVE #3:</u> A.3) Funds will be used to supplement the development of curriculum throughout the consortium via meetings, travel, and further means of communications. Expenses will include mileage, sub-pay, food, and speakers relevant to the subject area of curriculum development. B.3) Funds will be used to defray the cost of POS equipment.</p>	<p>A.3) \$2,600 <u>B.3) \$ 23,605</u> \$ 70,815</p>	<p>A.3) \$ 6,000 <u>B.3) \$ 7,171</u> \$ 33,511</p>	
<p align="center">Employer, Community and Education Partnerships</p>	<p><u>OBJECTIVE #1:</u> A.1) Hire a lead individual to implement and coordinate initiative to reinvigorate all CTE program advisory committees B.1) Design a data collection survey to gather baseline program advisory committee practices C.1) Design and conduct training sessions consortium-wide (Instructor travel, materials, any necessary meals, sub-pay) D.1) Focus-group meetings to develop strategies for ensuring sustained long-term training and updating for new and existing CTE admin., teachers, faculty (Instructor travel, materials, sub-pay) E.1) Purchase, lease, adapt, and/or modernize instructional equipment as approved by program advisory committees <u>OBJECTIVE #2:</u> A.2) Cost includes salaries of sec/postsec Perkins coordinators involved in meeting with DEED representatives to receive updated and timely regional/state labor market statistics and incorporate and/or align consortium goals with DEED relating to POS and other CTE (to be developed) existing programs. <u>OBJECTIVE #3:</u> A.3) Review and if necessary, rewrite or purchase curricula that incorporates All Aspects of Industry (Starting with POS – Health Careers)</p>	<p>A.1) \$3,000 B.1) \$500 C.1) \$2,000 D.1) \$1,000 E.1) \$70,624 A.2) \$2,000 <u>A.3) \$4,000</u> \$83,124.00</p>	<p>A.1) \$4,000 B.1) \$1,000 C.1) \$500 D.1) \$2,000 E.1) \$1,255 A.2) \$3,000 <u>A.3) \$3,452</u> \$15,207.00</p>	<p align="right">\$98,331</p>

<p style="text-align: center;">Service to Special Populations</p>	<p><u>OBJECTIVE #1:</u> A.1) Staff a Learning Resource Center on each college campus (Red Wing/Winona) to provide supplemental support services to ALL six (6) Perkins special populations. Staff personnel include, but may not be limited to:</p> <ul style="list-style-type: none"> • Lead Resource Center Coordinator/Practitioner • Technical Content Tutors (group/one-on-one) • Note Takers • Readers/Scribes • Sign Language Interpreters • Special Needs/Personal Counseling <p>Resources will/may also be used (if appropriate) for adaptive technology and individual workstations.</p> <p><u>OBJECTIVE #2:</u> A.2) Hire an E-mentoring Coordinator to develop all materials and facilitate E-mentoring orientation and training sessions. B.2) Develop E-mentoring brochures, Mentee & Mentor recruiting posters. C.2) - In-service staff from all non-traditional training fields (both campuses) Sub-pay, travel, materials, (food, if necessary) D.2) Conduct comprehensive and on-going E-mentoring training for all selected mentors and mentees – sub-pay, travel, materials, (food, if necessary)</p> <p><u>OBJECTIVE #3:</u> A.3) Develop CTE appropriate multi-media presentation and conduct training for all CTE consortium personnel for “Accommodating CTE Students with Disabilities in shops, labs, and classrooms” – sub-pay, travel, materials, necessary meals</p>		<p>A.1) \$250,500 A.2) \$6,000 B.2) \$400 C.2) \$1,000 D.2) \$1,000 A.3) \$3,000</p>	<p>\$275,000</p>
<p style="text-align: center;">Service to Special Populations (Continued)</p>	<p>B.3) Research and write a “Students with Disabilities Postsecondary Faculty Guide” and provide in-service and technical assistance to all college faculty – Lead Counselor, Disability Coordinator staff time and materials for distribution.</p> <p><u>OBJECTIVE # 4:</u> A.4) Research and develop materials and provide multi-media and interactive staff development activities regarding students whose <u>disabilities</u> (cognitive, psychological, medical) <u>are not visible</u>. (Staff time, research assistance, travel, meals, training materials) B.4) Hire a consultant from the U of M, (Barbara Blacklock) to provide an all staff in-service, along with follow-up information on exploring the right balance between student privacy and campus safety. (Consultant fee, workshop materials)</p> <p><u>OBJECTIVE #5:</u> A.5) Develop written processes for LEP students to receive and be referred for services. (Staff time) B.5) Explore/visit other colleges to review and then adapt to ensure that appropriate language-related support services are put in place at Southeast Technical. (Staff time, travel expenses, coordination time with other adult community service agencies)</p> <p><u>OBJECTIVE #6:</u> A.6) MCIS site licenses will be renewed for 100% of ALCs and day treatment centers B.6) All secondary special population students will have the opportunity to participate in college “Trade & Tech Days”. (Travel, meals)</p>	<p>A.6) \$5,000 B.6) \$600 <hr/> \$5,600.00</p>	<p>B.3) \$2,000 A.4) \$3,000 B.4) \$1,000 A.5) \$ 500 B.5) \$ 1,000 <hr/> \$269,400.00</p>	

<p>Continuum of Service Provision (Brokering)</p>	<p><u>OBJECTIVE #1:</u> A.1) Quarterly (more if necessary) CSP Leadership Team Meetings (Travel, necessary food, sub-pay – if appropriate) B.1) Develop and administer CSP survey</p> <p><u>OBJECTIVE #2:</u> A.2) Develop and disseminate generic Health Careers POS high-quality student/teacher/parent/instructor/counselor materials to all three (3) bordering high school and college Consortia</p> <p><u>OBJECTIVE #3:</u> A.3) Develop and implement CSP-wide student tracking system</p>	<p>A.1) \$500 B.1) \$500 A.2) \$2,000 A.3) \$1,500 <u>\$4,500.00</u></p>	<p>A.1) \$500 B.1) \$500 A.2) \$1,500 A.3) \$1,500 <u>\$4,000.00</u></p>	<p>\$8,500</p>
<p>Sustaining the New Consortium</p>	<p><u>OBJECTIVE #1:</u> A.1) Develop and conduct on-going meetings, mailings, communications etc. necessary to sustain the Consortium Leadership Team (travel, meeting materials, necessary meals, etc) B.1) Develop and maintain continuous updating, including interactive Q & A, of the Perkins IV dedicated website: www.southeastperkinsIV.org</p> <p><u>OBJECTIVE #2:</u> A.2) Hire consultant to research and write the Consortium Implementation Plan (CIP) B.2) Provide on-going coordination/alignment of all other consortium state/federal initiatives with Perkins IV (mostly staff time) C.2) Development and on-going staffing of Perkins data collection that positions data central to meeting secondary and postsecondary negotiated target levels D.2) Collaborating with bordering consortia to develop a strategic plan for measuring technical skill attainment for FY2010 POS</p> <p><u>OBJECTIVE #3:</u> A.3) On-going operation and sustaining our new consortium under the umbrella of the seven (7) researched-based components (materials, staff time for updating consortium process and structure components, developing most effective communication methods, consortium celebrations)</p> <p><u>OBJECTIVE #4:</u> A.4) Survey Consortium Leadership Team members to identify technical assistance needs B.4) Provide expenses, travel, food, lodging (stipends - if necessary) to have other “like-types” of Perkins consortia leadership members attend and present at our Consortium Leadership retreat. C.4) Costs for a 2008 fall 1 ½ day Consortium Leadership Team retreat (travel, lodging, meals, conference materials and meeting room rent)</p>	<p>A.1) \$800 B.1) \$3,000 A.2) \$1,000 B.2) \$600 C.2) \$4,000 D.2) \$1,000 A.3) \$1,000 A.4) \$200 B.4) \$400 C.4) \$1,000 <u>\$13,000.00</u></p>	<p>A.1) \$800 B.1) \$1,500 A.2) \$1,500 B.2) \$600 C.2) \$ 3,000 D.2) \$ 3,000 A.3) \$1,000 \$200 B.4) \$400 C.4) \$1,000 <u>\$13,000.00</u></p>	<p>\$26,000</p>
<p>Total All Goals</p>		<p>\$177,039</p>	<p>\$335,118</p>	<p>\$512,157</p>

List any other relevant information not specified above here:

Please note that the Secondary budget has taken out the Administration amount of 5% (\$6,100), while the post-secondary budget has not. With the 5% amount added to the total of all goals – the amount equals the consortium total budget of: \$518,257.

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

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, pages 8-9 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '09		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$66,815	\$4,000	\$70,815
2	Employer, Community and Education Partnerships	\$12,124	\$71,000	\$83,124
3	Service to Special Populations	\$5,600	0	\$5,600
4	Continuum of Service Provision (Brokering)	\$4,000	\$500	\$4,500
5	Sustaining the New Consortium	\$13,000	0	\$13,000
Subtotals for each column		\$101,539	\$75,500	\$177,039
Administration not to exceed 5%				\$ 6,100
Total Perkins Secondary Budget				\$183,139

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	60%	\$30,088.00
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$1,200.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$ 800.00
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$2,000.00

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	\$32,000	\$1,511	\$33,511
2	Employer, Community and Education Partnerships	\$13,452	\$1,755	\$15,207
3	Service to Special Populations	\$269,400	0	\$269,400
4	Continuum of Service Provision (Brokering)	\$3,500	\$500	\$4,000
5	Sustaining the New Consortium	\$13,000	0	\$13,000
Subtotals for each column		\$331,352	\$3,766	\$335,118
Administration not to exceed 5%				- 0 -
Total Perkins Postsecondary Budget		\$	\$	\$335,118

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	33%	\$26,400.00
2. Perkins Grant Collaboration with WorkForce Centers for FY2009		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$8,000.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$2,000.00
Perkins budget spent in collaboration with WorkForce Centers for FY2009 [A + B]		\$10,000.00

STATEMENT OF ASSURANCES & CERTIFICATIONS

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

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

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

ALL STATEMENT OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name _____ SOUTHEAST PERKINS IV CONSORTIUM _____



Postsecondary Signature - College President

May 8, 2008 _____
Date

Secondary Signature - School Superintendent

Date