

CARL D. PERKINS ACT of 2006
CONSORTIUM APPLICATION COVER SHEET FY2009-2010
 Lakes Country and MSCTC Consortium

Please complete the following:

<p><u>CARL PERKINS - Secondary</u> Contact Person: <u>Inger Wegener</u> Address: <u>Lakes Country Service Cooperative,</u> <u>1001 East Mount Faith, Fergus Falls, MN 56537</u> Phone: <u>218-739-3273</u> FAX: <u>218-739-2459</u> E-Mail: iwegener@lcsc.org</p>	<p><u>CARL PERKINS - Postsecondary</u> Contact Person: <u>Jill Abbott</u> Address: <u>MSCTC Service Center, PO Box 309,</u> <u>Perham, MN 56573</u> Phone: <u>(218) 347-6216</u> FAX: <u>(218) 347-6214</u> E-Mail: Jill.Abbott@minnesota.edu</p>
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CARL PERKINS - Secondary
Fiscal Agency: Lakes Country Service Cooperative
Business Manager: Jill Bartlett
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1001 East Mount Faith, Fergus Falls, MN 56537
Phone: 218-739-3273 FAX: 218-739-2459
E-Mail: jbartlett@lcsc.org
***District # 926 District Type 83**
 (*for electronic payment purposes)

CARL PERKINS - Postsecondary
Fiscal Agency: MSCTC
Business Manager: Pat Nordick, CFO
Address: MSCTC Service Center, 150 2nd St. SW,
Perham, MN 56573
Phone: (218) 347-6209 FAX: (218) 347-6210
E-Mail: Pat.Nordick@minnesota.edu

District/Agency Name/College	Secondary Type & Number
Detroit Lakes	01-0022
Frazeo Vergas	01-0023
Barnesville	01-0146
Hawley	01-0150
Moorhead	01-0152
Ashby	01-0261
Herman-Norcross	01-0264
Battle Lake	01-0542
Fergus Falls	01-0544
Pelican Rapids	01-0548
Perham	01-0549
Underwood	01-0550
New York Mills	01-0553
Cyrus	01-0611
Hancock	01-0768

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District/Agency Name/College	Secondary Type & Number
Morris	01-0769
Chokio-Alberta	01-0771
Browns Valley	01-0801
Wheaton	01-0802
Breckenridge	01-0846
Rothsay	01-0850
Campbell Tintah	01-0852
Ulen-Hitterdal	01-0914
Lakes Country Service Cooperative	83-0926
Fergus Falls Area Special Education Cooperative	52-0935
Dilworth-Glyndon-Felton	01-2164
West Central Area	01-2342
Clinton-Graceville-Bearsley	01-2888
Lake Park/Audubon	01-2889
Minnesota State Community and Technical College	

**Perkins Local Plan for 2009-10 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget**

**Programs of Study Status Report
See attachments.**

**Perkins Local Plan for 2009-2010 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget**

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

Plan Narrative: The LCSC/MSCTC Consortium has designed two POS to date--information technology and health science technology. For FY 09, we will design three new POS--1) Business, Management, and Administration; 2) Engineering, Manufacturing, and Technology; 3) Health Science: Diagnostic Services, Health Informatics, and Therapeutic Services. These POS' were identified for and were developed with the input of teachers, faculty, counselors, and administrators from both secondary and postsecondary. In addition, information from local industries and labor market information were considered in the choice of and development of the POS'. National industry certification is available in both the information technology and health sciences technology POS'. Both the developed POS' and those scheduled for development in FY09 contain options for articulation and dual enrollment through Tech Prep College Credit Certificates and Distance Minnesota Online College in the High School. **FY10 Plan Narrative:** The LCSC/MSCTC Consortium will continue to develop POS' in any of the fields, clusters, pathways that are identified as POS candidates by individual member districts. A process for the annual review and updating of existing approved POS' will be developed and piloted. This process will include both secondary and postsecondary partners with active roles in the review and updating process, including an evaluation to ensure college and university articulation for each POS.. Finally, a plan for the implementation and use of the POS at the local district level will be researched and developed based on best practices. Postsecondary Perkins Team members will actively participate in local district implementation activities.

The LCSC/MSCTC Consortium will conduct experiences, events, services, and training sessions to further solidify existing programs of study and to introduce new programs of study. Developing customized advising tools to ensure smooth transitions for students will receive special emphasis under Goal Area 1. In addition, the Consortium will assess its work on POS through the development of a new survey tool/data collection process.

Objective(s)	Strategies	Outcomes and Measures (FY09/10)	<i>Projected Budget by</i>
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			<i>Objective</i>
1. Provide a variety of programs beginning in high school which meet the POS criteria/definitions.	<ol style="list-style-type: none"> Maintain a variety of programs which facilitate a smooth transition from secondary to post secondary or employment. Develop, purchase and/or pilot advising services which are individualized and flexible to OCHS, Start Smart, POS, and TPCC students (includes MCIS and Iseek). Assess technical skill attainment of core skills across high school and college that are valid and reliable. 	<p>*Number and titles of operating programs in FY10. *Number of students served by programs in FY10. *Number and titles of programs implementing customized advising services in FY10. *Continue collection of same data, formative evaluation using said data if possible. *Identify and define core skills for technical skill attainment and research assessment options which are valid and reliable.</p>	<p>\$26,376.00 MSCTC \$30,000.00 LCSC</p>
2. Enhance supportive services to those programs to ensure smooth transitions	<ol style="list-style-type: none"> Develop and provide a process to accurately and efficiently identify students engaged in POS where implemented. Develop and pilot at least one unique supplementary or supportive service for secondary students engaged in POS. 	<p>*Number of students served in FY10. *Number of innovative activities conducted in FY10. *Number of pathways offering those activities in FY10. *Number of POS students who declare intent to transition to postsecondary in FY10. *Continue collection of same data, formative evaluation using said data if possible.</p>	<p>\$25,000.00 MSCTC \$18,510.17 LCSC</p>
3. Identify 3 additional POS for development, enhancement, revision or review. Continue the development, enhancement, revision and review of POS' in the consortium.	<ol style="list-style-type: none"> Conduct workshops, writing sessions, and individual conferences with secondary and postsecondary faculty and staff. Conduct workshops, collaboration days/events between secondary and postsecondary faculty and staff, joint presentation at a College event. Create a survey tool/data collection process to record implementation efforts/activities. 	<p>*Number and titles of POS developed, enhanced, revised or reviewed to accumulate to 6 POS by the end of FY10. *Number of staff served in FY10. *Number of POS with collaboration days/events included in FY10. *Data that shows implementation efforts/activities in FY10.</p>	<p>\$40,000.00 MSCTC \$60,000.00 LCSC</p>

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

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

Required Local Uses of Funds- GOAL 1

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
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.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Perkins Local Plan for **2009-2010** for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

2. Effectively utilize employer, community, and education partnerships

Plan Narrative: The LCSC/MSCTC Consortium will conduct events, outreach to employers, and strengthen educational partnerships to enhance services to students and provide new opportunities for accessing career and technical education. Including employers and other educational service providing partners in the development of services and POS will receive special emphasis in goal area 2. Assessing current activity levels, analysis of existing data, review of collaborative initiatives, and determining improvements to services for adult learners will also receive special emphasis. Finally, the Consortium will strengthen current educational partners through the Distance Minnesota Online College in the High School program and concurrent enrollment options. These programs will be used to create new opportunities for students to access career and technical education courses. **FY10 Plan Narrative:** Continue and expand on partnerships with workforce development and business/industry partners, specifically those that will maximize funding and compliment similar objectives. Assess interest and need for Brokering of Services, implement such services if feasible. Expand web resources for CTE offerings available through concurrent enrollment. Continue and expand Advisory Committee involvement in the development and implementation of POS components/features.

Objective(s)	Strategies	Outcomes and Measures (FY09/10)	<i>Projected Budget by Objective</i>
1. Enhance consortium partnerships with employers and community organizations.	*Represent the consortium on committees or planning/workshops as invited and appropriate. *Respond to the interest of business and industry to be included in the design, implementation, and evaluation of CTE programs, including POS. *Facilitate and support one secondary FACS Regional Advisory Committee meeting, inclusive of employer and community organization members on the committee.	*Up to five events have been attended by secondary and postsecondary coordinator/designees. *Up to three employers will have been included in the design, implementation, and evaluation of POS. *Facilitate and support one secondary FACS Regional Advisory Committee meeting, inclusive of employer and community organization members on the committee. *Up to 10 secondary programs will have representation on the Regional Advisory Committee. *Up to 20 community programs or employers will have representation on the Regional Advisory Committee.	\$20,000.00 MSCTC \$10,010.17 LCSC

<p>2. Enhance consortium partnerships with other education providers to strengthen transition services for students.</p>	<p>*Design and conduct an assessment of ABE partnerships to gain an understanding of the need for additional or enhanced services. *Collect baseline data to document current adult learner transition services/activities to gain an understanding of the need for additional or enhanced services. *Submit request to the Office of the Chancellor to include a POS session for universities at system level CAO/CSAO/Dean meetings; participate in sessions as a consortium as invited. *Participation by secondary and postsecondary coordinator in DM-OCHS Steering Committee.</p>	<p>*Results from assessment. *Document showing baseline data. *Session proposal document for POS session at October 08 CAO/CSAO/Dean meeting. *Number of LC Consortium secondary students completing DM-OCHS coursework in FY09. *Number of LC Consortium secondary students earning Tech Prep College Credit Agreement certificates in FY09. *Lead-outreach Up to 6 outreach efforts to be conducted to identify non-duplicative CTE course options for OCHS through brokering.</p>	<p>\$15,172.00 MSCTC \$10,000.00 LCSC</p>
<p>3. Identify new CTE offering options for delivery via concurrent enrollment.</p>	<p>*Utilize Perkins team to identify CTE offering options via concurrent enrollment. *Expand information about CTE offerings on concurrent enrollment web resource.</p>	<p>*Number of new CTE options identified for concurrent enrollment delivery. *New web resource launched for CTE concurrent enrollment options.</p>	<p>\$8,000.00 MSCTC \$10,000.00 LCSC</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. See Attachments</p>			

Required Local Uses of Funds- GOAL 2

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
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.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

**Perkins Local Plan for 2009-2010 for Career and Technical Education
Goals, Objectives, Strategies, Outcomes, and Budget**

3. Improve service to special populations

Plan Narrative: The LCSC/MSCTC Consortium will conduct events, programs, and workshops designed specifically for special populations, survey participants, analyze existing data, and review current research and best practices to determine the effectiveness of programs and services for these students. Enhancing CTE programs and POS for special populations by way of customized orientations, individualized advising, and early alert systems will receive special emphasis in goal area 3. The Consortium will utilize student feedback and its Perkins team to develop a continuous improvement plan for Learning Services. Finally, we will create a new collaborative structure for secondary special educators and postsecondary Perkins team members to support a culture of joint planning and student support services for students with disabilities. **FY10 Plan Narrative:** Maintain these activities to the best ability of the funding. Enhance postsecondary web based resource for Perkins with a special emphasis on resources targeted to nontraditional career and technical occupations and the POS' that represent them. The Perkins Coordinators (secondary and postsecondary) are members of the state team for the Minnesota STEM Equity Pipeline Project.

Objective(s)	Strategies	Outcomes and Measures (FY09/10)	<i>Projected Budget by Objective</i>
1. Provide academic accommodations, advising, counseling, minority services, and tutoring for CTE students to increase student success.	*Conduct events, workshops, programs designed for special populations. *Survey special populations to assess the effectiveness of events, workshops, programs for special populations.	*Up to twelve events, workshops, programs designed and conducted for special populations. *Survey data measuring effectiveness.	\$158,256.77 MSCTC \$7,932.03 LCSC
2. Provide academic support and accommodations for CTE students with disabilities to increase student success.	*Conduct regional networking meetings by secondary CTE content areas inclusive of WE-Handicapped and Disadvantaged. *Provide collaboration experience for secondary special educators and postsecondary staff.	*Number and names of operating programs in 2008-09 to establish a baseline. *Number of students served by programs in 2008-2009 to establish a baseline. *One collaboration experience completed.	\$30,000.00 MSCTC \$7,932.03 LCSC

<p>3. Enhance CTE programs and POS to attain program and student success for special populations.</p>	<p>*Design and pilot an individual student advising experience for Start Smart participants. *Continue providing Start Smart experience. *Pilot early alert system for students in POS courses through DM-OCHS. *Pilot Mentor Net program for students in OCHS.</p>	<p>*Number and names of districts with student participating in Start Smart in 2008-09. *Number of students participating in Start Smart in 2008-09. *Number of students with access to early alert system through DM-OCHS. *Number of students with access to Mentor Net through OCHS.</p>	<p>\$60,000.00 MSCTC \$7,932.03 LCSC</p>
<p>4. Improve Learning Services Survey to better address the breadth and effectiveness of services to special populations and to prepare a continuous improvement plan for the consortium.</p>	<p>*Utilize Perkins team to create an improved survey tool. *Improve number of student respondents. *Analyze survey data for continuous improvement plan. *Incorporate data in postsecondary service initiative process.</p>	<p>*Improved survey tool. *Number of additional respondents compared to FY 08. * Report and analysis of respondent data from FY08, FY09 and FY10 to determine baseline and identify trends. *Continuous improvement plan document. *Data provided to postsecondary service initiative process.</p>	<p>\$80,000.00 MSCTC \$7,932.03 LCSC</p>
<p>5. Provide special populations with a comprehensive guide to Perkins supported services through a web-based resource.</p>	<p>*Utilize Perkins team to create comprehensive guide to Perkins supported services. *Enhance non-traditional program (by gender) information on web-based resource.</p>	<p>*Web-based resource designed for special populations. *Three additional non-traditional program content pieces added to web-based resource.</p>	<p>\$60,000.00 MSCTC \$7,932.03 LCSC</p>

Required Local Uses of Funds- GOAL 3

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
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.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Perkins Local Plan for 2009-2010 for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

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

Plan Narrative: The LCSC/MSCTC Consortium will maintain a leadership role with the Distance Minnesota-Online College in the High School (DM-OCHS) statewide initiative to maximize student opportunities to access career and technical education courses and transition services. To expand student access to career and technical education options through DM-OCHS, we will provide infrastructure and student support for two new DM-OCHS courses in a POS. This will include the analysis of existing Perkins, labor market and other relevant data, and reviewing current research and best practices relating to collaboration and how it provides for student gains.

The Consortium will also engage in a thorough review of Tech Prep Articulation/College Credit Certificates to develop a position paper that will outline a long-term strategy for tech prep articulation that will best support student needs and successful transition to postsecondary through 2010.

Both DM-OCHS and Tech Prep Articulation/College Credit Certificates which currently include features which enable and ensure a continuum of service provision with other educational institutions or work force development organizations, will review the data and best practices for enhanced or expanded service provision improvement.

FY10 Plan Narrative: Maintain technical POS focus within OCHS programming development and expansion, and with the Articulation Agreements for College Credit (AACC) program. Implement the use of cost containment strategies for the communication on the availability of these options, how these options operate, and reviewing of data and best practices for maintaining services. The Lakes Country/MSCTC Perkins Consortium will work in partnership with regional WorkForce Centers to outreach to the incumbent workforce and the application of POS' in their training/retraining plans.

Objective(s)	Strategies	Outcomes and Measures (FY09/10)	<i>Projected Budget by Objective</i>

<p>1. Operate Distance Minnesota – Online College in the High School (DM-OCHS)</p>	<p>*Maintain secondary and postsecondary coordinator role with the DM-OCHS Steering Committee. *Support LCSC participation in MSCTC DM-OCHS courses through purchasing texts for two new courses in a POS – Microcomputer Databases and Principles of Nutrition. *Maintain project co-manager roles with the DM-OCHS statewide initiative.</p>	<p>*Convene and lead up to six DM-OCHS Steering Committee meetings. *51% or more of POS course enrollment will represent LCSC high schools. *4 new districts will participate in DM-OCHS in FY 09. *POS instructions developed and trainings will include identification of where multiple POS’ may be completed across the state.</p>	<p>-0- MSCTC \$9,553.40 LCSC</p>
<p>2. Operate Tech Prep Articulation/College Credit Agreements</p>	<p>*Examine the accomplishments of tech prep articulation through an intensive evaluation of student and program success. *Continue to implement Tech Prep Articulation under the current model.</p>	<p>*Position paper that outlines the plan for Tech Prep Articulation through 2010. *Implement to the best ability of the funding the plan for Articulation Agreements for College Credit through 2010. *Number of students receiving Articulation Agreements for College Credit certificates in FY10.</p>	<p>-0- MSCTC \$9,553.40 LCSC</p>
<p>3. Identify Best Practices in CTE from the past 5 years (2003-2008)</p>	<p>*Determine and document best practices from Perkins III to Perkins IV within the new consortium structure.</p>	<p>*Position paper that identifies best practices that should be continued. *Implement to the best ability of the two of funding the best practices for the Perkins Consortium through 2010.</p>	<p>-0- MSCTC \$9,553.40 LCSC</p>
<p>Use of Funds: List the required and permissible activities addressed above. “R” for required and “P” for permissible followed by the number and name. See Attachments</p>			

Required Local Uses of Funds- GOAL 4

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
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.
10. Collaboration/Brokering of services/Continuum of Service Provision
11. Articulation, dual enrollment, concurrent enrollment, PSEO, and other recognized strategies

Perkins Local Plan for **2009-2010** for Career and Technical Education Goals, Objectives, Strategies, Outcomes, and Budget

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

Plan Narrative: LCSC/MSCTC, as the primary and historical partners in career and technical education in the region, will focus on providing information about the expectations and emerging roles and responsibilities of the new consortium structure with internal stakeholders. Various communication, data collection and analysis, and partnership building and sustaining strategies will be used including group meetings, individual meetings, personalized follow-up and written communications to ensure that all stakeholders have accurate information about the consortium and have numerous opportunities to contribute to its success.

To build a solid foundation for sustainability, the consortium will develop a set of shared expectations that will guide the fiscal and administrative operations of the consortium into the future.

FY10 Plan Narrative: Continue excellence in communication and collaboration to maintain all services, strategies and activities to the best ability of the available funding, and to explore/employ alternative funding sources if possible. Update working rules to reflect lessons learned and best practices from FY 09. The Perkins Coordinators will report on all aspects of the FY10 Consortium Plan to senior leadership in the K-12 and college member districts. Continue the shared decision making processes initiated in FY09.

Objective(s)	Strategies	Outcomes and Measures (FY09/10)	Projected Budget by Objective
1. Provide information about emerging roles and responsibilities of all partners in the new consortium structure.	*Share information with secondary and postsecondary internal stakeholders. *Conduct regularly scheduled Perkins team meetings. *Survey all members of the consortium to gather information on preferences and needs to assist the decision making process.	*Conduct up to 5 meetings with administrators and up to 4 meetings with other stakeholders. *Conduct one team meeting. *Conduct individual meetings with each team member up to 2 times annually. *Number of survey respondents and CTE or Perkins Goal areas represented.	\$12,000.00 MSCTC \$16,565.44 LCSC
2. Develop working rules for fiscal and administrative operations of the new consortium.	*Create working rules for FY 09 and review annually.	*Working rules document. *Best practices/lessons learned component in FY 10 working rules document.	\$6,042.00 MSCTC \$8,282.72 LCSC

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

Required Local Uses of Funds- GOAL 5

1. Strengthen the academic and career and technical skills of students participating in CTE programs through the integration of academics with CTE programs.
2. Link CTE at the secondary level and the post-secondary level, including by offering the relevant elements of not less than one program of study described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
4. Develop, improve, or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
5. Provide in-service and pre-service professional development programs to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry; involve internship programs that provide relevant business experience; and train teachers in the effective use and application of technology.
6. Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
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.

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

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

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
CONSORTIUM BUDGET NARRATIVE FY2010

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
1. Programs of Study	<ul style="list-style-type: none"> • Purchase annual subscriptions to MCIS \$10,000 • Purchase content aligning curricular materials and equipment, or advising supplementary/supportive materials, \$68,000.00 • Workshops, writing sessions and individual conferences expenses (POS and MCIS), \$8,000 • Communication services (phone, postage, printing, office supplies, in region travel), \$ 2,800.00 • Consortium Coordinator (.20), Clerical (.20) salaries and benefits, \$17,884.57 • Indirect, \$1,825.60 • .50 of counselor salary, Detroit Lakes campus = \$42,472.00 • .30 counselor salary, Moorhead campus = \$23,625.00 • .16 dean/coordinator salary, College = \$16,042.00 • .14 learning services coordinator salary, Fergus Falls campus = \$9,237.00 	\$108,510.17	\$91,376.00	\$199,886.17
2. Employer, Community and Education Partnerships	<ul style="list-style-type: none"> • Purchase partnership aligning curricular materials, \$5,000.00 • Workshops, conferences, student organization travel and individual conferences expenses, \$1,750.00 • Communication services (phone, postage, printing, office supplies, in region travel), \$3,500.00 • Dues and Membership, \$50.00 • Consortium Coordinator (.20), Clerical (.20) salaries and benefits, \$17,884.57 • Indirect, \$1,825.60 • .20 minority advisor salary, Moorhead campus 	\$30,010.17	\$43,172.47	\$73,182.64

	<ul style="list-style-type: none"> = \$15,443.00 .10 equity coordinator salary, Wadena campus = \$5,500.47 .40 equity coordinator salary, Detroit Lakes campus = \$22,229.00 			
3. Service to Special Populations	<ul style="list-style-type: none"> Purchase curricular materials, \$16,000.00 Workshops, conferences, and individual conferences expenses, \$1,500.00 Communication services (phone, postage, printing, office supplies, in region travel), \$2,450.00 Consortium Coordinator (.20), Clerical (.20) salaries and benefits, \$17,884.56 Indirect, \$1,825.60 .50 learning services coordinator salary, Detroit Lakes campus = \$37,601.00 .60 learning services coordinator salary, Moorhead campus = \$47,008.00 .50 learning services coordinator salary, Wadena campus = \$36,698.00 .20 ELL coordinator salary, Moorhead campus = \$9,992.00 .40 minority advisor salary, Detroit Lakes campus = \$22,230.00 .10 minority advisor salary, Wadena campus = \$5,500.77 .14 of learning services coordinator salary, Fergus Falls campus = \$9,237.00 .50 equity coordinator salary, Moorhead campus = \$27,518.00 Tutor salaries, Detroit Lakes campus = \$34,000.00; Tutor salaries, Moorhead campus = \$79,000; Tutor salaries, Wadena campus = \$30,000; Tutor salaries, Fergus Falls campus = \$7,000 .50 counselor salary, Wadena campus = \$42,472.00 	\$39,660.16	\$388,256.77	\$427,916.93
4. Continuum of Service Provision	<ul style="list-style-type: none"> Purchase collaboration aligning curricular materials, \$5,000.00 Workshops, conferences, student organization travel and individual conferences expenses, \$1,500.00 Communication services (phone, postage, printing, office supplies, in region travel), \$2,450.00 	\$28,660.19	-0-	\$28,660.19

	<ul style="list-style-type: none"> • Consortium Coordinator (.20), Clerical (.20) salaries and benefits, \$17,884.59 • Indirect, \$1,825.60 			
Sustaining the New Consortium	<ul style="list-style-type: none"> • Purchase new consortium structure aligning curricular materials, \$1,388.00 • Workshops, conferences, and meetings, \$1,250.00 • Communication services (phone, postage, printing, office supplies, in region travel), \$2,450.00 • Dues and Membership, \$50.00 • Consortium Coordinator (.20), Clerical (.20) salaries and benefits, \$17,884.57 • Indirect, \$1,825.60 • .16 associate dean coordinator salary + travel, supplies, College = \$18,042.00. 	\$24,848.17	\$18,042.00	\$42,890.17
Total All Goals		\$231,688.90	\$540,847.17	\$772,536.09

List any other relevant information not specified above here:

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

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
SECONDARY BUDGET
JULY 1, 2009– JUNE 30, 2010
SUMMARY OF FUNDS DESIGNATED FOR SPECIFIC USES

GOALS	FEDERAL/STATE USES OF FUNDS Refer to Section I, Pages 10-12 for the listing of Required and Permissible Local Uses of Funds	PROJECTED BUDGET FY '10		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$108,510.17		\$108,510.17
2	Employer, Community and Education Partnerships	\$30,010.17		\$30,010.17
3	Service to Special Populations	\$39,660.16		\$39,660.16
4	Continuum of Service Provision (Brokering)	\$28,660.19		\$28,660.19
5	Sustaining the New Consortium	\$24,848.17		\$24,848.17
Subtotals for each column		\$231,688.90		\$231,688.90
Administration not to exceed 5%		\$9,128.04		\$9,128.04
Total Perkins Secondary Budget		\$231,688.90	\$	\$231,688.90

Additional Informational Items:
Secondary administration costs are included in each goal area.

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-SECONDARY	100%	\$68,748.29
2. Perkins Grant Collaboration with WorkForce Centers for FY2010		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		\$1,500.00
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		-0-
Perkins budget spent in collaboration with WorkForce Centers for FY2010 [A + B]		\$1,500.00

MnSCU/MDE CARL D. PERKINS LOCAL APPLICATION
POSTSECONDARY BUDGET
JULY 1, 2009– JUNE 30, 2010
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 '10		
		Required Activities	Permissible Activities	Total Budget
1	Programs of Study	\$91,376.00		\$91,376.00
2	Employer, Community and Education Partnerships	\$43,172.47		\$43,172.47
3	Service to Special Populations	\$388,256.77		\$388,256.77
4	Continuum of Service Provision (Brokering)	-0-		-0-
5	Sustaining the New Consortium	\$18,042.00		\$18,042.00
Subtotals for each column				
Administration not to exceed 5%		-0-		-0-
Total Perkins Postsecondary Budget		\$540,847.17	\$	\$540,847.17

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%	\$34,084.00
2. Perkins Grant Collaboration with WorkForce Centers for FY2010		
A. Total Perkins Funds (dollars) used in collaboration with WorkForce Centers		-0-
B. Estimate of other expenditures/in-kind contributions used in collaboration with WorkForce Centers		\$50,000
Perkins budget spent in collaboration with WorkForce Centers for FY2010 [A + B]		\$-0-